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ABSTRACT

This volume presents 10 papers originating with the World University System located at various sites in the Caribbean and the United States which were selected to show the innovative work of that institution between 1976 and 1980. The World University was founded in 1965 in Puerto Rico by John Brann and was based on innovative approaches to learning and institutional structure. It was accredited by the Middle States Association of Colleges and Universities and the Council of Puerto Rico Accreditation of Higher Learning. It closed in 1989. The papers are: (1) "A Re-Appraisal of the World University" (John Brann); (2) "The University as a Community of Learners" (Ronald Bauer); (3) "The Open-Court: An Ideal Concept of Management for Information Dissemination to Students" (Stephen S. Mncube); (4) "Tagore, the Poet That Exemplified Learning, Teaching, Managing and Serving" (Barbra Painter); (5) "Curriculum Design Development of the Individual: A Program of Orientation to the Continuous Processes of Learning, Teaching and Social Change" (Carole Cloherty and Stephen Mncube); (6) "Education for the New Age of World Integration" (Norman C. Dowsett and Stephen S. Mncube); (7) "New Directions in Engineering Education" (Paul T. Torda); (8) "Professional Development of Educators of Adults" (Alexander N. Charters); (9) "A Profile of an Innovative Educational Institution of Higher Learning in Puerto Rico" (Stephen S. Mncube); and (10) "A Proposed Model to Measure Educational Outcomes" (Siegfreid E. Herrmann). (Seven papers include references or brief bibliographies.) (JB)

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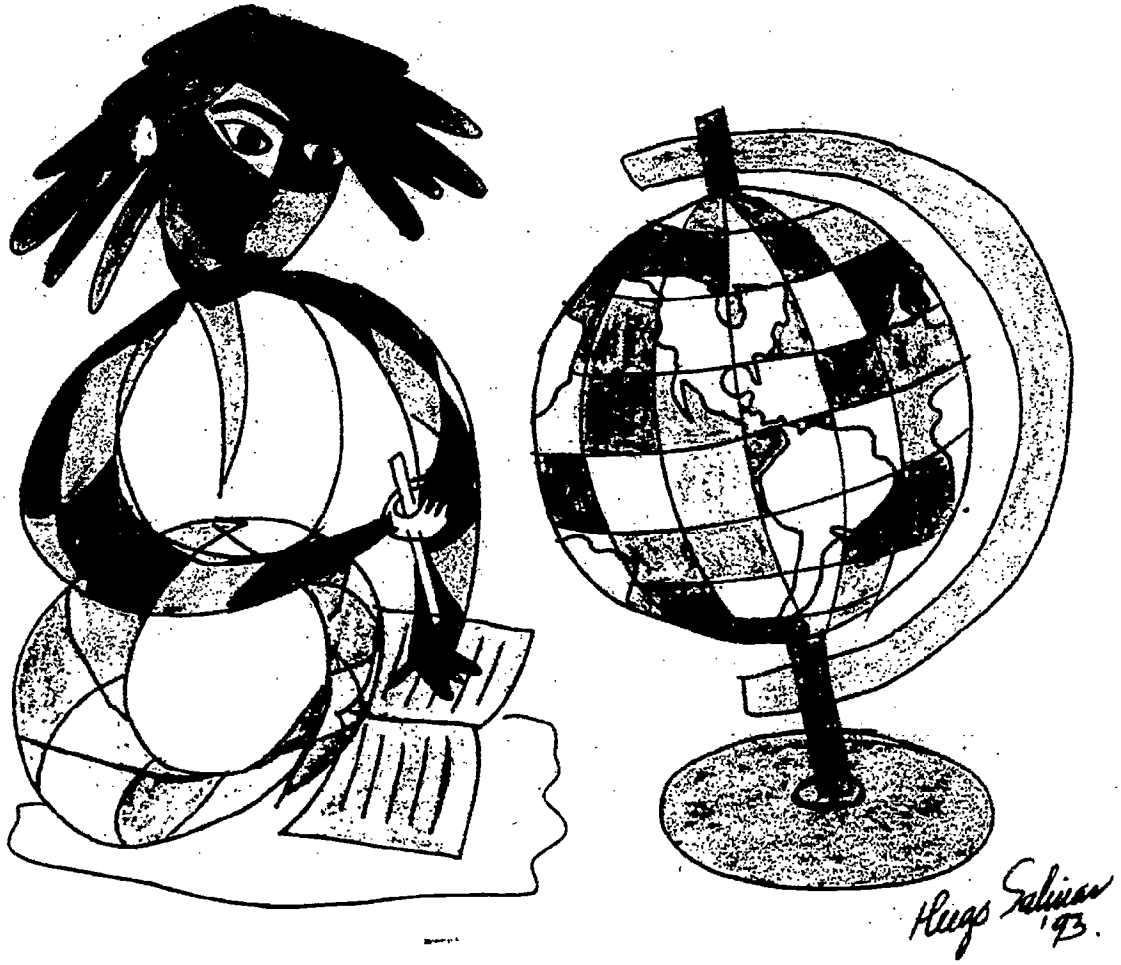

Edited by: Stephen Sipho Mncube, Ph.D

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DEDICATION

This study is dedicated to all the institutions of higher learning that are dedicated to function as a humane change agent in a world that is going through an educational crisis in human development.

INTRODUCTION:

From its inception in 1965, the World University system in Puerto Rico was considered one of the most innovative institutions of higher learning whose philosophy, mission, goals and objectives brought a sweeping change in viewing an academic institution of higher learning. The pioneers of this institution were luminaries, who developed the Poly Tech Institute in San German, Puerto Rico into a well established Inter-American University.

The World University unfolded in 1989 due to the lack of funds and unforeseen circumstances caused by its rapid growth and development of the system in various parts of the Caribbean, and the United States. Despite the misfortune, the experiments that were conducted during its short period of existence still warrant special attention to institutions of higher learning that are currently embarking on restructuring their administrative outlook and curriculum offering to meet the needs of the year 2,000. Equally important, the innovation that took place at World University offers a challenge to the changing world where boundaries of many countries are tumbling down and the whole world is undergoing a transition from the old order of utilizing ideological position as a protective amour to a world that requires practicality and human understanding.

More specifically, the experiments conducted at the World University may offer usable information to the following pressing issues in our world today:

* *A world where the love of the land is of utmost importance to the growth and development of the individual's cultural heritage.*

* *A world that can utilize its wealth and achievement to reduce in great measure hunger, malnutrition, disease and other physical impediment that curtail the growth and development of an individual.*

* *A world that must deal with institutional racism, that has manifested itself in all spheres of life.*

* *A world that has unparalleled scientific and technical resources to become self sufficient, if ignorance, hostility, aggression to each other can be minimized while maximizing human understanding and peaceful co-existence.*

* *A world whose potential in human resource can be attained through sound education of all its citizens.*

The above mentioned issues permeate our world of today like never before. Suffice it to say, an institution of higher learning whose philosophy, mission, goals and objectives were an experiment in the universality of acquiring human excellence; deserve to be reconsidered by institutions of higher learning for administrative and academic innovations that took place during its short period of existence.

The World University System remains unique, among colleges and universities

that are involved in a system whose aim is to improve their educational output. This was due, among other things, to World University System, being a singular entity held together by its philosophical tenets, of adhering to the concept of universalism, as the underlying classical philosophy out of which, a belief in a world-centered education emanates.

The unique feature of the World University System was also in its concept of unity, in diverse curriculum activities of its member institutions, regardless of the geographic dispersion, that covered the Caribbean and the United States.

The World University System consisted of the International Institute of the Americas, and was located in Halo Ray, Pence and Bayamon in Puerto Rico. The Medical School and Universidad Mundial were in Santo Domingo, Dominican Republic. Others were the International Institute of the Americas in Phoenix, Arizona; World University in Miami, Florida and Washington International College in Washington, District of Columbia.

The above member universities and colleges were deeply rooted in servicing their students with a variety of curriculum offerings. In various levels of academia, the common link that remained was the "philosophy," promulgated by Dr. Ronald Bauer, Founder of World University System. The philosophy that permeated all aspects of World University System's operations, in learning, teaching, managing and service, provided by the curriculum. The assumption was that, all can be achieved, when an understanding of the scope and limitation of the philosophy is brought into perspective operationally by preparing the students, and all the staff members of World University System, to be humane change agents, in their societies and working environments.

Commensurate with the stated philosophy, mission, goals and objectives of the University the selected studies for this book are based on a series of articles, that were selected to provide research work that is considered most innovative, at the World University System between 1976 and 1980. This period is focused on because the University received accreditation with the Middle States Association of Colleges and Universities and the Council of Puerto Rico Accreditation of Higher Learning. Equally important, it is during this period that the university student population grew from 1,500 to 5,000 students in Puerto Rico alone.

A Re-Appraisal of the World University

John Brann

The main campus of World University is unpretentious, indeed unimpressive, occupying three floors of a five story office building in the Hato Rey section of San Juan. A bustling Pueblo Supermarket dominates the street-level floor.

World University is obviously not a tree-shaded, ivy covered campus with athletic teams (a football team), marching bands and homecoming games.

It is a university that admits waiters, clerks, mechanics, bus drivers, farmers, assembly line workers, policemen and government bureaucrats and produces teachers, accountants, small businessmen and women, computer programmers, and higher-level bureaucrats. Most of all, it graduates men and women who feel that learning is important and to be pursued throughout life. "We were imbued with a sense that knowledge is something worth going after," recalls Peter Furst, as assistant district attorney in Manhattan (today), who received a bachelor's degree at World University in 1971. "The faculty gave us a sense that there is a tremendous lot to be learned in life, a lot to be had and that hasn't gone away. They were truly interested in us."

The traditional Latin student inclination toward demonstration, strikes and riot has not, to date, surfaced at World University. This does not mean that the students, who have grown to 5,000 in number today from 375 in 1965, are a placid and uncaring lot. On the contrary, there exists an almost tangible electricity and energy in the hallways of World's three campuses presumably generated by upwardly-striving Latin students aggressively seeking knowledge or a better job or both. Visitors find the feeling somewhat akin to the heightened awareness and sense of shared fate that permeates a campus during a time of intense protest or a huge snowfall.

The foundation of the undergraduate curriculum here consists of liberal arts and humanities offerings presented in an interdisciplinary approach that develops in the belief of the faculty and international perspective with a focus on the future. In analyzing the world energy crisis, students in the Development of Cultures sequence examine how other civilizations and nations have coped with shortages of fuel and raw materials and how cultures have been changed as a result. They examine the change in society's reliance from water to wood in the Fifth Century B.C. and the move from wood to coal to dependence on electricity and oil in the 20th century.

They observe that such change was often accompanied by cultural and economic crisis and that if people were able to change their patterns of thinking and habits, a major or minor renaissance sometimes followed. Societies that lacked such adaptability perished or lapsed into stagnation.

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* *This article was prepared by John Brann in 1978. It provided an indepth account of World University during its highest stages of development. It must be noted that the University no longer exists in the same format. Equally important, this article will allow the reader to further appreciate the selected studies incorporated in this book because they are by and large based on the operations that took place when this article was written.*

In senior curriculum seminars required of all under-graduates and many graduates regardless of major, students participate in an interdisciplinary task force to attack a problem of energy, population growth, economics, government or militarism. They design models for world government (sometimes for the universe) or a world-wide economic plan. Their model constitutions, proposed political parties, and economic blueprints vary greatly from year to year.

At times, classes become entranced or obsessed with speculation on cultures beyond the earth. Some take seriously Herman Kahn's prediction that by 2035, some 60 per cent of the people born on earth will not spend all of their lives on this planet.

A recent class designed a world government constitution that called for three presidents one for legal matters, one for non-legal matters (such as food distribution) and a president for extraterrestrial affairs. Another group designed a computer model world banking system, which abolished cash and allocated credit on a planet-wide federal reserve system.

Another class produced a model of a world-wide legal system which abolished juries, substituting a people's counsel program in which all citizens were required to serve for three months.

One blueprint for world government by a 1975 class combined England and the United States under both a chief executive and a ministerial system. Another system divided the earth into seven areas, each governed by a president and presidential council.

On certain occasions students operate their model governments, with computers and at times with several days of role-playing. One class took over (with permission) a local botanical garden and divided themselves into militarists, pacifists, and non-violent moderates. They designated areas of quicksand, water and dry land and the militarists invaded. The pacificists held off the invasion for a couple of days by deception and by pretending to agree to the militarists demands, then formed an alliance and opted for passive resistance and mild defensive violence.

Two San Juan policemen followed a group of flag-carrying World students to a mock political rally at the university in 1976, intending to arrest those bearing the flag of an out-lawed Puerto Rican political party. As they entered the site of the rally on the third floor open court, one of the policemen encountered the university dean. The officer, a former World student commented "I might have known," and returned to his beat.

Some senior curriculum students travel abroad on university trips to Costa Rica, Guatemala and other Central and South American nations, and to the United States and Europe.

In addition to this interdisciplinary approach to political science, economics, history and sociology, World students also have a heavy emphasis in languages. All are required to become fluent in English and Spanish, and many master other language as well.

World students are required to take an eight-course sequence in development of the individual and leadership qualities, a combination of psychology, sociology, research, study habits and Dale Carnegie. Student acceptance of this Development of the Individual sequence is enthusiastic. David Gale, who now manages an international consulting firm in New York City, dropped out of World in 1966. "I simply wasn't ready for college," he recalls. "But the study

habits and the organizational ability I acquired at World enabled me to graduate Phi Beta Kappa at CCNY a few years later. It (World) is a place where they open your mind and help you to come to terms with yourself."

Rita Brito, a 1975 graduate in education, now an elementary teacher at PS 179 in Manhattan, observes, "The faculty gave me a feeling I was part of something there, that I was somebody important and could achieve anything I desired. There was a lot of support for the individual."

It may well be that such a self-help sequence is more important or necessary, in a fast-changing culture such as Puerto Rico than it could be in the United States. A waiter on his way to becoming an accountant or government bureaucrat here apparently undergoes more of an adjustment in his view of himself than does a U.S. waiter in a similar occupational change. The Puerto Rican culture and economy has been transformed enormously since the 1940's and the accompanying culture shock is substantial. A survey of recent graduates indicates that 80 per cent of the fathers of World University students have a high school education or less. More than 50 per cent of the fathers are laborers, machine operators or craftsmen. Only 20 per cent are in professional, managerial or administrative positions. More than two-thirds of the mothers of World students are housewives. Nearly 40 per cent of the students have incomes of less than $5,000 a year at time of enrollment.*

Seventy-four per cent of World University students are largely subsidized by governmental and institutional funds. Though the majority are from Puerto Rico, a substantial number come from the United States, Canada and other nations of Latin America. Many are over 30 and employed (details follow in succeeding chapters and supporting documents). Classes are held from 7 AM to 10 PM to accommodate the diverse needs of this student body.

Cultural and economic change continues on this island. Government projections indicate that Puerto Rico's population will grow to 4,250,000 by the year, 2000, from 3,213,000 in 1976. This will mean a population density of 1,240 inhabitants per square mile, a substantial threat to economic well-being. Ten per cent of the Puerto Rican population is illiterate and 179,000 are unemployed.

There exists wide-spread belief on the island that Puerto Rico will become the 51st state in the eighties.

The structure, curriculum, and philosophy of World University is designed to cope with the goals and problems of its students and to instill in all an international view of government, economics and the need for communication among all nations.

World University pioneered in several education areas in Puerto Rico not always with the enthusiastic support of other institutions of higher education on the island . It was the first to offer open admissions, degrees in fashion and design, aviation management, computer science, and academic credit for life experience. (The latter follows closely the guidelines established by the American Council of Education task force last February. Few students under 30 are eligible for life experience credit).

In several ways, it is a unique and even strange institution. The faculty are not tenured. There are no titles or rank, other than chairmen. Faculty members share much of the administrative chores. They sit at desks in an open court, visible to all. They clean their own areas and often classrooms, not always

enthusiastically. This is in keeping with the university's philosophy that everyone must learn to take care of himself (or herself) because soon there will be few persons willing to undertake such tasks for others.

The curriculum with its world-view and field work emphasis on self-development and bi-lingualism appears strange to newcomers. Yet its core is a solid offering of liberal arts and humanities subjects, designed and imposed by faculty members.

World University owns no real estate, but leases space for its three campuses according to academic needs and growth. It has no dormitories or athletic teams. (There is an emphasis in the curriculum on development of lifetime health habits of good diet and daily exercise).

The absence of involvement in real estate, food service contracts, and athletics permits the staff and faculty to focus more energy and resources on educational problems.

In a conversation with a president of another private university of similar size on the island, the president of World University was asked: "How many janitors do you have?" He replied, "Four and a half." And he asked how many his questioner employed. The answer was 15 to 18. He was then asked how many secretaries are employed at World University. The answer was 3 or 4 students in a secretarial pool. The questioner employed 45 to 50 secretaries at his institution. When asked how many security guards worked at World University, the answer was none. The other university had 8 to 10. Student enrollment at both is approximately the same.

There is an obvious and substantial investment at World University in television studios, an elaborate audio visual area, machines for individualized instruction, a fashion design area, and a Data General Nova 3/12 computer, which serves both classroom and administrative needs. However, much of the campus could use a coat of paint, and the floors, hallways and washrooms should be kept in a more aesthetic condition.

In its 13 years of existence, the faculty, staff, students and alumni of World University have worked toward fulfillment of the goal of providing "education with an international perspective" articulated by its founders. Members of the university's original International Advisory Council included Don Pablo Casals, General Carlos Romulo, Dr. Albert Schweitzer, Dr. Luther Evans, and Madam Vilaya Laksimi Pandit Nehru. Norman Cousins has shown a long-standing interest in World University and probably will deliver the commencement address next spring. He was to be the commencement speaker this year, but became ill and had to cancel his visit. He has observed the development of the university with interest because it embodies many of the principles of universalism and cultural exchange that he has long advocated. It is the hope and firm conviction of many that Universidad Mundial will continue to progress and to grow toward achievement of such ambitious goals.

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* *Data from a 1978 survey of World University alumni by University consultants, Cambridge, Mass.*

During the 1976 national census of Puerto Rico, a census taker appeared at the third floor reception desk and asked if he might look around the building. He was granted permission and if there was anything special he wanted to observe.

He replied that in his duties around San Juan, he had encountered scores of people, who, when asked to identify their race, had replied: "Human Race."

"I just wanted to see what kind of a school would make people think that way," he said.

All those who replied in that manner were students or alumni of World University.

THE UNIVERSITY AS A COMMUNITY OF LEARNERS

Ronald Bauer

Since its inception in 1965 World University has been committed to enhancing the learning process, by bridging the gap between the traditional groups that make up a University - faculty, students, administrators, and the staff concerned with service and maintenance. The University supports the position that this commitment can be realized by making learning the central concern of all persons and groups within the Institution, thus increasing understanding, cooperation, and coordination among students, faculty, administrators and service personnel. This fundamental and comprehensive commitment to learning, including the sharing of the work involved in making learning an important phenomenon to all people is the basic tenant of the Learning Teaching Management Service concept (LTMS).

The rationale for utilizing LTMS is to combat one of the most disconcerting trends in higher education today, caused by the increasingly rapid growth of adversarial relations among the major constituents of the university scene. The hostility between faculty and administrators is often equalled only by that of students towards their older associates. The existence of unions of professors in numerous institutions appears to be paving the way for the organization of unions of students. With the drive for unionization of the various services and maintenance workers making steady progress, the only group without the support of its peers will be the administrators. There is no reason to expect that they will remain in such a disadvantageous position very long.

This increase in adversarial organizations, and, therefore; adversarial relations has profound implications for higher education, and indeed, society, as a whole. It is difficult to believe that its influence on colleges and universities will advance the traditional goals of such institutions. It is easy to imagine that the results will be the opposite in terms of cooperation, understanding and the scholarly contributions of members of the academic community.

This trend towards increasingly unsatisfactory relations among the major campus groups, led the founders of World University in 1965 to establish a number of policies and procedures to reduce or eliminate the estrangement among students, faculty, and administrators. Among such measures were the following:

a. The creation of a completely open environment in which the tasks of all faculty and staff including the president were placed in open courts easily available to all students and staff.

b. The establishment of the policy and practice that all administrators teach one or more classes to aid administrators in having the frequent first hand experience that any other teacher faces regularly.

c. The avoidance of academic rank designations. All teachers are professors.

d. The opening of academic and administrative meetings to all people including students.

While these policies and procedures were among other things, significant in bridging the gap between the administrators, faculty and students at World University, there is sufficient evidence that the adaptation of such policies aided in making the learning process the main objective for all the activities conducted at this institution.

The policies the World University put into practice are in many ways related to the medieval university which began as a corporate relationship among a "company of scholars," whose primary goal was teaching. The acceptance of this goal by the other major group in the early university, the students provided the unity of purpose needed by these institutions.

The modern university is not only more complex in curricula, types of students, facilities and purposes, but it is composed of two additional groups almost non-existent in the medieval university. They are numerous administrators - vice-presidents, deans, division heads, directors, head of departments - and the large staff of technicians, craftsmen, clerical and other similar workers. In some institutions, unfortunately, the administrators and other staff members sometimes exceed the teachers at a ratio of one to five. How could such diverse groups as teachers, students, administrators, and faculty be brought to sufficient unity of thought and practice by the learning activity that has profound implication for all? Recognizing learning as the only over-arching goal acceptable to all university groups, it is not surprising that the founders of World University regarded the learning process to be the center of university life. In order to assure the learning process as the main stream of the university's activities, the World University designed strategies which enabled the LTMS to become functional. Though LTMS consists of four components which are inextricably interwoven, the learning component is considered the most significant, while teaching, managing and serving are subsidiary functions.

The learning process, placed at the center of university life, provides the only tenable goal for universities today.

Acceptance of this goal offers the opportunity for new conceptions about the roles of teaching, managing and serving. It is now possible to see them as essential functions that facilitate the learning process and, indeed, make it

possible. The LTMS concept if successfully applied can establish a new perspective of viewing the university community as consisted of a community of learners may come to being.

Involvement in the learning process on the part of all professors, managers and service staff removes the barriers and provides the basis for common concerns and activities. These lead to new patterns of relations that soon bridge hierarchical walls or group antagonisms. The ground is thus prepared for new forms of interaction among the university community.

These new forms do not support antagonisms based on adversary relations much less adversary organizations. These patterns lead to frequent change of roles among members of the university community. In one role a person may have a relatively high place in the hierarchy, in another role one far lower. Thus a chief administrator may voluntarily elect to carry out a regular service role involving the clearing of the university halls and classrooms or a clerical staff member may volunteer to act as an assistant in a language class or tutor students who have special learning problems. Lastly, the new forms of organization applicable to a university community and, indeed, to the learning society of the future are slowly being developed. They are based on the philosophical premise that places the learning process as the central mission of the institution for all individuals, whether they are staff members, or students.

In view of the LTMS concept at World University attempts are made that all decisions must be educational decisions regardless whether they are being made by those whose current role is teaching, managing, or serving. Educational decisions are those that offer the optimum education for all persons concerned with or influenced by the decision. The concept that all decisions in an institution must be educational decisions, when implemented in practice, leads to less concern of hierarchy, diffusion of authority, distribution of responsibility, increased organizational flexibility and functionality. (See appendix A)

From the organization standpoint, form gives way to functions, structure to operational relations and strong organizational lines to flexible and changing patterns of association. One of the most significant elements of the LTMS is the diminution of distinctions among professors, administrators or managers and service staff. The result has been the dropping of the designation of faculty and the use of the term "staff" for all people employed by the World University regardless of their primary function or their position. Professor, managers and service personnel all attend "staff meetings." The term professor is not long used for official purposes although it sometimes surfaces out of custom and habit.

Due to the LTMS concept World University will recognize that old habit and custom of viewing a university is about to end. Hierarchy and conventional form of organizations are modified. Relationships are altered or new ones substituted. In the long run the World University through the implementation of the LTMS concept hopes to achieve the following:

a. To secure a cooperative, unified and profound commitment to continuous, increasingly effective learning throughout life by all staff and students.

b. To encourage participation in joint responsibility for interesting, meaningful, challenging and useful learning activities as project and programs within and outside the University.

c. To secure commitment, and participation by staff and students in the enhancement of the learning process through shared roles and tasks in the teaching, managing and serving functions.

The implementation of the LTMS objectives by the staff, is only the first step at World University. Eventually students will also be required to utilize the LTMS concept while attending this University. This means eventually learning will be their primary activity while they play supportive roles as teachers, managers and servers, in moving towards establishing a university comprised of a community of learners.

The functions and tasks that make LEARNING the central activity of all the activities at World University are based on the following objectives:

LEARNING

1. All programs seek to foster the attitudes and skills necessary for continuous life-long learning by providing the opportunity for eligible students to obtain a (bachelor's/master's) degree in an individualized self-directed program. While the university will assign an appropriate advisor, the student is expected to plan and implement his program on his own initiative through an individual portfolio, contract, or journal.

2. All programs seek to promote a universalistic, pluralistic and humanistic approach to learning, teaching, research, and community service and encourage action-oriented investigations, projects and studies.

3. All programs seek to promote the combination of theoretical and practical considerations and needs in learning, teaching, research and community service.

4. All programs seek to promote the continuous learning and use of research skills, techniques, methods, and theories such as library studies, games, simulations, community studies, oral histories,

interviews, literary and linguistic studies, statistical analysis as well as cross-cultural, and action-oriented investigations.

5. All programs seek to provide opportunity for the continuous development of verbal and symbolic communication skills in the area of languages and computer sciences to the level appropriate for the program and degree desired.

6. All programs provide the opportunity for the learning of trans-disciplinary and trans-cultural understandings and perspectives. Students are expected to be able to demonstrate trans-cultural and trans-disciplinary knowledge and awareness as well as a mastery of the knowledge, concepts and methods of their field(s) at a level appropriate to their degree.

7. All programs seek to continuously broaden and deepen the student's knowledge and understanding in his major and minor fields appropriate to the level of his degree.

8. All programs foster the identification and use of a wide variety of institutional and community resources for learning, teaching, serving, managing and research.

9. In all phases and all levels of the programs of study, the stress is on clear, measurable, precise criteria for individualized institutional and self-evaluation.

TEACHING

1. To foster the individual's active participation in the teaching/ learning process and provide opportunities for the understanding and use of theories of learning and teaching, directing, managing, training, counselling, providing service.

2. To stimulate the student's curiosity and creativity by constantly challenging him/her to perform in many roles, using his knowledge in the service of others and to continuously evaluate himself.

3. To promote the development of leadership and the ability to deal with the changing conditions for the future for themselve and their chosen field or profession by involvement in future studies, future modeling, forecasting, considering and designing alternative futures and participation in personal, academic, and career planning.

MANAGING

1. To give opportunity for the student to demonstrate his/her ability to integrate theory and practice of management functions.

2. To emphasize experiential learning by sponsoring work-study, field study, internship, and other programs.

3. To provide opportunity for the assessment and acceptance of prior learning.

SERVING

1. All programs seek to promote the progressive and active identification with a career and/or professional role and develop a sense of professional responsibility and service.

2. To provide opportunities and encourage an attitude which will sustain concerned citizenship including voluntary participation in local and world communities.

3. To provide opportunities for inter-cultural and international service experiences such as overseas work, travel and internships in the areas of communications, social service, etc. as part of a planned program of studies.

4. To promote awareness, concern and action toward solving emerging world social and economic problems; such as ecology, energy, and others.

The LTMS on a long range basis is supposed to relate directly to the philosophy, goals, objectives, and the mission of World University, which places emphasis on cultivating human excellence for the good of humanity. Thus creating a living philosophy that could be practiced on a daily basis through the University. Regardless of whether the goal of the LTMS is achieved before 1980 or sometime during the last twenty years of this century, when it is achieved, it will offer a new spirit of common purpose, a new sense of direction, a new commitment to learning pattern of relations and new forms of organization. In other words this university will exemplify a new "LEARNERS' COMMUNITY."

This community of learners at World University in the foreseeable future will then focus on the learning process as a complete concern of all members of the University. Teaching, Managing, and Serving in support of the learning process and as functions and tasks of all people in the University may even occur

before the end of this decade. However, whether the goal is achieved before 1980 or afterwards, the Learning process will enable every student and staff to concentrate on learning as their primary concern and to engage in teaching, managing, and serving fully and cooperatively to provide and enhance the learning process.

THE OPEN-COURT: AN IDEAL CONCEPT OF MANAGEMENT FOR INFORMATION DISSEMINATION TO STUDENTS

Stephen Mncube

A casual observer visiting World University's open-court system of management for the first time is likely to be attracted by the sight of a mosaic collection of people. The gentlemen are usually dressed in short-sleeve shirts. Here and there, you see a few in business suits. The ladies often wear floral dresses. Some prefer pant-suits. Others come in blue jeans. This informal dress creates a relaxed atmosphere in the sixty-eight desk rectangular shaped open-court, which is approximately forty-four feet in length and sixty-one feet in breadth. One is likely to be impressed with the constant interaction that takes place in this open-court. Some are sorting their files. Others are typing or are intensely involved in reading or writing. Many are conferring in small groups. Some are reviewing student papers. But, more than anything, all are constantly interacting with students. One visitor summarized the open-court as a bee-hive, where everybody seems to accomplish his own duties, while students' consultation continues to be an ongoing thing. Another visitor referred to it as "a really mind-blowing experience," especially for those accustomed to the more inhibiting traditional setting of offices in management.

The activities of the open-court reflect the philosophy and concerns of World University educators who function mainly to meet the needs of students. The open-court provides ease of access for students to all members of the staff, irrespective of their positions. It helps to decrease the separatist tendencies that can grow from lack of communication and adversarial relationships among students and staff members of institutes of higher learning.

PURPOSE

Observations regarding the open-court at World University are of value to institutions of higher learning adopting the school-without-walls concept as they begin to explore and experiment with ways of facilitating students' needs.

This study is based on a long term observation of a particular environment. It provides information useful with regards to the following categories of information dissemination:

a) Perceptions of staff members and students of the open-court. Assessment of information dissemination in terms of the following categories.

b) Information giving.

c) Referral.

d) Follow-up for students who frequent the open-court.

METHODOLOGY

Participant observation was considered the most appropriate because it adds a new dimension in research. In most instances, research done in relation to open-court has either been descriptive or statistical in nature. It was the intent of the researchers to bridge the gap between descriptive and statistical methods when collecting data for this study by utilizing social contact between the researchers and the respondents. The intensity and complexity of social interaction between the researcher and respondents led to clarification and greater comprehension of the complexities involved in such studies. The researcher's position as a staff member holding a desk in the open-court provided maximum opportunity for observation and interaction.

The researcher determined the kind of activities that appear more pronounced in the open-court in relation to students by exploring facets of their concerns. Observation and interaction in the open-court was carried on for twenty minutes each day, from June 1976 to June 1978. The researcher kept a daily log in which he recorded student concerns based on his interaction and observation. This log was intended to accomplish the development of a critical incident technique of verifying the validity of the data in the interaction between the researcher and the clients observed. The technique has been utilized successfully in the area of social psychology by John C. Flanagan. His work "The Critical Incident Technique" focused on "observable human activity that is sufficiently complete in itself to permit inference and prediction to be made about persons performing the act."

The operational theory for participant observation being used for the study is described by Herbert Blumer as:

> A theory of social interaction that views man as acting in terms of the way he interprets his environment. Each member of a social setting perceives his environment through integration of his experiences, his immediate needs, the way he views the behavior of others, and his position, e.g., teacher, student, parent. It is these perceptions of this enviroment that will determine how a member interprets his roles and his subsequent actions.

Even though all the data gathered through participant observation arose naturally within the course of the interaction between the researcher and the persons being observed, the following indicators were used to assess the student

concern in relation to the categories stated for information dissemination indicators:

- The kinds of advice rendered by the staff members to students, and the usefulness of such advice.
- What kinds of referral are given to students by the staff members, and how accurate are the sources of referral.
- How open are the student conversations with staff members?
- Do staff members go out of their way to assist a student?
- Does any duplication of effort take place or not when granting help to students?
- What are the reactions of staff members to the open-court?

SAMPLE

The sample size of students who frequent the open-court range from five hundred and fifty per month to seven hundred. The months that show a high number of students visiting the open-court correlate with the period of registration and final examination. Table 1 below shows the size of student traffic in the open-court during registration and final examination periods. Table II following is a breakdown of student visits from June 1976 to June 1978.

Hato Rey Center Student Population Who Visit The Open-Court PER TERM.

YEAR	TOTAL ENROLLMENT
1976 - 1977	1011
1977 - 1978	1196

Table I

AVERAGE NUMBER OF STUDENTS VISITING THE OPEN-COURT PER TERM

2nd..... 48%.....
3rd..... 55%.....
4th..... 56%.....

1st..... 56%.....
2nd..... 53%.....
3rd..... 55%.....
4th..... 54%.....

Table II

ANALYSIS

The analysis of data based on the indicators mentioned above was then summarized and classified into the four categories in a precise statement:

a) General perceptions of the open-court by staff members and students.

b) Information giving.

c) Referral.

d) Follow-up.

The percentile rank was also used to express percentages in the frequency distribution of scale utilizing the following statistical formula:

PR = Rank/NX100 - for each table presented in the Appendix.

STAFF MEMBERS' PERCEPTIONS

The perceptions that are stated under this category provide a general overview of the concerns of all the occupants of the open-court. These concerns are a good representation of all the clients of the open-court, because they were directly abstracted from the log of recorded observations.

Most of the conversations relating to open-court for the past two years show a steady progression from a negative reaction to the open-court to a positive one. At first many occupants felt that working in such an open environment was impossible because of the noise likely to occur. Others felt it was impossible to keep so many people in a limited space and expect harmony. Others were indifferent to the whole concept.

But, soon after the open-court was installed and new desks were brought in, one could easily detect a rapid change of attitude among the staff members. Some began to talk about the idea of rotating desks to allow more interaction to a point that everyone is familiar with all the activities of each area or office. Others felt the open-court would make it more possible to bring into operation the newly established form of management which requires every individual affiliated with the institution to be a learner, teacher, manager, and server. Others claimed this condition was ideal for an effective domain of learning which appeared to be one of the thresholds of the institution's learning activities. And there were also remarks to the fact that since there is no particular personnel assigned to student counseling per se, this would now become everyone's concern. This put students in the center of all the institutions activities.

In general, the open-court caused a lot of mixed feelings at first. But, it appears with the progress of time, over ninety percent of the staff members are convinced that despite certain disadvantages that exist in an open-court, it was still the best way of meeting the aims and objectives of this institution.

STUDENT'S PERCEPTIONS

Approximately ninety percent of students interviewed, who frequent the open-court, claimed they found it beneficial in terms of providing needed access to their instructors. They felt the idea of not having to make an appointment to discuss personal or academic problems was conducive to their continued studies in this institution. Others felt the open-court had a family atmosphere. Thus, they view the whole administration to be more responsive to their needs than an authoritative institutional structure that makes decisions without student input. They felt the open-court lends itself to a greater feeling of equality or integral part of the institution. Seeing the President and Deans frequently conducting business in the open-court minimizes the fear of persons occupying key positions in the institution, allows more interaction between the students with these individuals, and creates a constant dialogue between them. It was also felt by many students that the contact with instructors in the open-court is not as inhibiting as it would be in an office setting; that seeing other students working side by side in some offices and academic divisions, indicates an attempt to bridge the gap between the students and the staff members.

There were others that felt the open-court is the testing ground for the philosophy of the institution which seeks to establish a better understanding of each individual.

Negative opinions from students did not comprise more than three per cent of the students' responses regarding the open-court. The students who responded negatively were mostly concerned that it appears some students are given more attention by the staff members compared to others. Others felt it was difficult to discuss private matters when everybody can hear you. And, some felt their consultation with certain individuals may be construed as having other ulterior motives such as love or favoritism for that person.

INFORMATION GIVING

In terms of information giving, the data collected indicate that the open-court staff as resource has been utilized to provide information as needed by the students. As a result, there was often no need to refer students to outside sources. This finding is supported by the results shown in Tables 3, 4 and 5. In Table 5, it is shown that the open-court received the highest rating from the students in terms of its being a source of needed information. Another factor supportive of the open-court's capability to provide information is based on the results in Tables 3 and 4. The type of information that the open-court seems

most capable of providing pertains to educational needs of the students. The open-court's capability is less channeled toward dealing with those issues that are the most crucial to the students outside the educational and community issues.

REFERRAL

The referral services provided within the open-court appear to be significant. Eighty percent of the students who the researchers interacted with received useful referrals. This is especially noteworthy, in that, the literature reflects that well established information and referral services seldom show a high percentage of referral cases and act mainly as information services. Even agencies that have been designed to disseminate information do not always serve a large percentage of the community in which they operate. In fact, if they reach 20% of the total community, their function is considered effective. This is significant to an open-court which has not structurally defined itself as a referral agency. It exists mainly because the staff members in the open-court are compelled to connect students with the needed service and thus, they provide referral, even though they do not always consider this a separate function.

FOLLOW-UP

The analysis of the data based on Tables 1 and 2 provides sufficient evidence that the open-court is able to provide follow-up if needed. From the results obtained and shown in these diagrams, one cannot explicitly establish when it actually occurred for those persons who needed it. Given the fact, however, that so many students obtained advice from the open-court staff, it can be assumed that many of these students return to the staff members who had rendered them advice. Because of the interaction that takes place between the staff members and the students, it can also be assumed that some follow-up occurs during such interaction within open-court premises. Some unidentified forms of follow-up may take place, even though the data do not indicate this explicitly.

SUMMARY

It is important to note that the open-court has some of the components which are essential in an information referral service. For instance, there is sufficient evidence that it does have the capability to interview students and make an assessment of their needs. Equally important is that it does meet the requirement of the component information giving, as a basic and direct provision of information to clients. Though it does not have a clearly defined component called "follow-up," it does engage in some activities that result in follow-up as discussed. Finally, it does have a referral capability, even though not a structurally designed one.

On the whole, the findings based on the four factors discussed above, indicate that the open-court is a source for disseminating information that corresponds to the model of an information and referral service as defined by the United Way of America's "National Standards for Information and Referral."

The casual environment within the open-court creates an atmosphere that is homely as opposed to the inhibiting office setting in closed spaces. The findings also indicate that the interaction that takes place often leads to information giving. To a certain degree, a follow-up to the information given does take place as well. There is, however, the danger of duplication of effort, in that, a student can easily go to more than one staff member for the same kind of information. Because of the existing services in the open-court that are indirectly related to information and referral services, there is indication that the environment could ideally function as an information and referral mechanism, if this function were to be formally established by the staff.

TAGORE THE POET THAT EXEMPLIED LEARNING TEACHER, MANAGING AND SERVING

Barbra Painter

At ten minutes past noon, August 7, 1941, the entire city of Calcutta came to a standstill.[7] People swarmed into the streets. Traffic jammed. Buses, taxis, rickshaws and carriages piled up on Chowringee and other major thoroughfares. Crowds gathered on the Maidan Green and around the Grand and Great Eastern Hotels. In the markets and bazaars trade was suspended. Shops put down their shutters and barter over luxury and everyday commodities came to a halt. All over the metropolis banks, schools, courts and offices paused in their proceedings to pay silent respect to a poet. Rabindranath Tagore was dead. But Tagore did not die that hot August day. The city soon resumed its busy tempo. Life moved into the future with all its changes. And the poet lives on - in Bengal, in India, in the world. "Daily came poets to our house to discourse on poetry. There were crowds of learned literatures, men who intoxicated us with French and English verse, professors who discussed science. In such an atmosphere, what need had we a university? Each of those men was a whole university in himself."[8] Indeed, Jorasanka did attract pundits and men of letters in Calcutta. Its hospitable doors were open to the arts and sciences as they had been since the days of Tagore's grandfather, the wealthy and generous Prince Dwarkanath. Dwarkanath's son, Maharishi Debendranath, had fourteen children. Tagore was the youngest. Tagore's older brothers, sisters and numberous cousins had varied interests and talents. Poetry, drama, music, art, journalism, politics and all sorts of enterprises made the Jorasanka joint family household a beehive of activity.[9]

For Tagore the daily routine of Jorasanka began well before dawn with wrestling followed by instruction for his tutors. A series of teachers came throughout the day and well into the evening hours. The English tutor arrived after dark when the boy was already sleepy. In time Tagore acquired great facility in English and much has been written about the influence of its literature on his Bengali works. He liked the Romantics and in several essays quotes Wordsworth, Shelley, Keats, etc.[10] But it was the begali poets, particularly the

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[7] Khanolkar, op. cit., p. 14

[8] Ibid., p. 17

[9] Kripalani, op. cit., p. 58

[10] Rabindranath Tagore, Creative Unity (London: MacMillan, 1922), p. 19.

Vaisnavas[11]who captured his imagination and it was the woinderful lines of Kalidada's Sanskrit verses that at were closest to his heart.[12] He was also fond of Bengali folk literature performed by the Jatra, traveling theater overheard from the family servants on the roof terrace by starlight.

"And so we would go to sleep with our ears full of 'Grasping the sword the prince strode across the plain." This story is truly a wonderful tale, with its manifold amazing scenes painted in words. The imagination is led on and on by picture after picture. Wonderful inventiveness, wonderful style. Where are they now, the women who could paint such wonderful pictures."[13] Folk literature and the everyday speech of the people play a good part in Tagore's great contribution to Bengali. He had an uncommonly good ear for the spoken word. This facility plus his wide reading of Bengali and Sanskrit literature gave him a mastery of his idiom exceeded by few. "He gave to his people in one lifetime what normally takes centuries to evolve - a language capable of expressing the finest modulations of thought and feeling, a literature worthy to be taught in any university in the world."[14] Before Tagore there was a definite division between formal and colloquial Bengali. Tagore captured the language of the people and gave it literary expression, elevating and ennobling it while at the same time incorporating it into literature.

Why was there such a shire over the passing of a poet? Tagore was no minor 'khavi.' He was a great poet, a "Mahakavi," a seer, an intermediary between the human and the divine. "He had an intuitive and profound awareness of the imminence of the divine which ran as an undercurrent in all he wrote or did."[2] Born in the "Jorasanka" (Twin Bridges), the Tagore family house, in Calcutta on May 7, 1860, Rabindranath lived to be eighty. Primarily a poet, his literary achievement is prodigious. He was a lifelong learner, and the variety of his interests is astounding. One reason his genius was able to develop in so many directions is because he was a Tagore, one of Calcutta's most illustrious families.[3] In accordance with that family's tradition, Rabindranath did not confine himself to literary works alone. He dedicated his energies in many directions and applied his talents to practical problems. In his activities learning,

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[11]Probhat Kumar Mukherji, Life of Tagore (New Delhi: Indian Book Company, 1975), p. 31. "We have seen that the boy was inordinately fond of Vaishnava lyrics; their language, rhythm, and sensibility, everything about these seemed enchanting..."

[12]Edward John Thompson, Rabindranath Tagore: Poet and Dramatist (London: Oxford, 1948) p. 66. "As Dante looked across the centuries and hailed Virgil as master, as Spenser overlooked two hundred years of poetical fumbling and claimed the succession to Chaucer, as Milton in his turn saluted his 'master Spenser,' so Rabindranath turned back to Kalidasa."

[13]Khanolkar, op. cit., p. 16.

[14]Kripalani, op. cit., p. 3

[2] Krishna Kripalani, Rabindranath Tagore: A Biography, (London: Oxford, 1962). p. 7.

[3] Hiranmay Banerjee, The House of the Tagores (Calcutta: rabindra Bharati, 1965) p. 1 seq.

teaching, managing and serving, the LTMS concept of World University[4] are very much interrelated: one flows naturally into the other. Why this is true and how it made Tagore much more than an artist, or a poet, can be seen by taking a brief look at his life.

LEARNING

Rabindranth Tagore grew up in the India of Queen Victoria. It was a time when affluent people protected their children from smallpox, cholera and typhoid behind the sheltering walls of family estates. Tagore's childhood was a time of restrictions. He was not allowed to roam the fields and villages as do the sons of Bengal; farmers or fishermen. Also, because his mother suffered from tuberculosis, he was given at an early age to the care of servants. In his autobiography he speaks of one servant named Sham; "He used to select a particular spot where he made me sit. Round this, he would draw a line in chalk, and with raised forefinger and looks for deadly seriousness, he would solemnly warn me not to step outside the line."[5] These limits and restrictions did have some influence on the future poet. From the balconies of the roomy Jorasanka mansion he watched the busy life in the gardens below and from the roof terrace he beheld the great city around him. He became an acute observer of scenes and people, and his subsequent literary works are rich in detail and pictorial scenes.[6]

Closely confined as a boy, Tagore had a strong desire to know the villages of Bengal. "I longed to see what a Bengali village was like. My heart was drawn to the picture which my fancy had painted - the clustered huts with their awnings in front, the queer little alleys, the sweet little pools of bathing water, the games, the fairs, the fields, the shops in the bazaar, and so on - in fact, the whole daily round."[7] This fascination with village life stayed with him, and when he finally did become acquainted with rural Bengal, the pictures his eyes beheld reappeared in his stories and songs.

Gradually the restrictions on Tagore were relaxed. He was given the freedom of Jorasanka. It became his place of learning, all the more so because he did not adjust to formal schooling. The Oriental Seminary, the Bengal Academy, St. Xavier's High School in Calcutta did not inspire him, nor did his

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[4] LTMS, Learning, Teaching, Managing and Serving is the working concept introduced by President Ronald C. Bauer at World University, Hato Rey and guiding staff and student operations and relations.

[5] G. D. Khanolkar, The Lute and the Plough: A Life of Rabindranath Tagore, trans, Thomas Gay (Bombay: The Book Center, 1963) p. 11.

[6] Tagore's poetry hints of this pictorial quality even in the book titles: for example, Chhabi o gan (Pictures and Songs) 1883, Lipika (Sketches, 1919, Chhadara Chhabi (Rhymes and Pictures), 1940. Tagore writes of Chhabi o gan: "Had I been a painter with the brush I should doubtless have tried to keep a permanent record of the visions and creations of that period when my mind was so alertly responsive... What I had was only words and rhythms, and even with these I had not learn to draw from strokes and the colours when beyond their margins." Kripalni, op. cit., p. 109.

[7] Khanolkar, op. cit., p. 14.

educational experiences in England where he went to prepare for the bar. It was Jorasanka that was Tagore's schoolroom.

When Tagore came of age, as is usual for the Brahmin twice born, he went through the sacred thread ceremony, the Upanaya. This initiation into manhood was soon followed by a trip to the Himalayas with his father, Maharishi Debendranath. The sojourn made a deep impression on Tagore, age 13, and should certainly be thought of as a learning experience. The journey itself was exciting and for the first time the boy saw Santiniketan, the place of his future school.[15] In the Himalayas the father and son took a house at Bekrota, on the crest of a hill. Debendranath closely supervised his son's studies. He had ready books on numerous subjects and he tried to explain scientific matters to the boy in simple language. He also emphasized the study of Sanskrit. Tagore was particularly affected by this intimate association with his scholarly and saintly father. Maharishi Debendranath was the leader of the Brahma Samaj[16] an effort to reform Hinduism by a return intimacy with anyone after the death of his sister-in-law. He welcomed inspiration but avoided deep commitments. He wanted to keep himself free, for as he himself put it, "This freedom is claimed by my master for his own service."[21] By his master he meant "Jivan-devata," the universal spirit of life. Years after Kadambari's tragic death Tagore came upon her portrait and wrote a poem, "The Picture." The last lines are "You are the poet within the heart of the poet, no mere picture."[22] Kadambari Devi lived on in Tagore.

More tangible and more documented is the influence of Kadambari's husband. Kuptoromdramatj was twelve years older than Tagore. The poet writes of his brother: "In all our intellectual or psychological discussions, he never behaved to me as senior to junior, but treated me as an equal and allowed me to treat him the same. No one also would have permitted such liberty, for which many people blamed him. His affection enabled me to sweep away the nervousness that used to hold me back."[23]

It was under Jyotirindra's guidance that Rabindrath developed his musical abilities. No small credit goes to the efforts of his older brother because Tagore's songs are one of his most lasting and beautiful contributions.[24] The two brothers used to compose together. "He was always at the piano, absorbed in composing

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[15]Khanolkar, op. cit., p. 21.

[16]Thompson, op. cit., p. 11-12.

[21] Mukherji, op. cit., p. 45.

[22]Rabindranath Tagore, Balaka (The Flight of Cranes) trans. Aurobindo Bose (Calcutta: Visvabharati, 1916) includes the poem 'Chhabi' (The Picture).

[23]Khanolkar, op. cit., p. 30.

[24]Thompson, op. cit., p. 137, "It is by his songs that he is best known; they number close on two thousand...! There can be no question, said the poet to me, 'that I have conquered my people by my songs. I have heard even drivers of bullockcarts singing my latest and most up-to-date songs'... The villagers had other songs but in Calcutta and in educated circles elsewhere, everyone sang Rabindranath's."

tunes even new. The task of quickly fitting words to these improvisations was left to me. Without his encouragement, who knows whether I should ever have blossomed into a song-writer? The stream of song he set free in me will remain my life's companion to my last hour."[25]

Jyotirandranath also encouraged Tagore in another direction in the writing and performing of dramas for the stage at Jorasanka and the Calcutta theaters. Deeply involved in creating for the theater he enjoyed collaborating with his younger brother; "... he read to him the first drafts of his dramas and gave him confidence by incorporating in them Tagore's suggestions and even compositions; he staged these dramas and made his brother act in them."[26] Tagore later wrote several plays, musical and dance dramas. "Chitrangada, the Princess of Manipur" is one of the best of them. Several members of the Tagore family were often involved in the productions, taking leading parts and even designing the stage sets. Tagore was an accomplished actor. He made his debut with a much acclaimed performance of his own musical play "The Genius of Valmiki." Its merit was in its musical innovation. "With this play Tagore led his revolt against the prevailing orthodox tradition in Indian music."[27] Tagore continued much of his life to compose for the theater and to act in his own productions. It was Jyotirindra who first encouraged this talent.

One might say it was also Jyoti who stimulated his brother's interest in Indian politics. "Jyotirindranath was incorrigibly romantic and his fertile imagination lured him into incredible adventures... His own rendezvous with destiny petered out but it helped considerably to stimulate his brother's many-sided interests, not the least of which was his passionate concern in his nation's freedom."[28] The two brothers joined a Secret Society called Sanjivani Sabha. The Sabha held its meetings in a tumbledown building in an obscure Calcutta lane. These proceedings were shrouded in mystery, but "as a matter of fact there was nothing in our deliberations or doings of which government or people need have been afraid."[29] The rest of the family had no idea where the two young men were spending the afternoons. The Sabha's door was locked, the meeting room dim in darkness, the watchword was a vedic mantra, talk was in whispers. This is an interesting beginning of Tagore's political career, for he and Mahatma

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[25]Khanolkar, op. cit., p. 15.

[26]Ibid., p. 63.

[27]Kripalani, op. cit., p. 93.

[28]Ibid., p. 67.

[29]Ibid., p. 67.

Gandhi were destined to lead India towards Independence.[30]

About the same time as the Sanjivani Sabha meetings, in 1877, Jyotirindra had another idea. He began a literary monthly named Bharati. The eldest Tagore brother, Dwijendranath,[31] was the editor. Jyotirinda made room on the editorial board for Ranomdramatjas a dependable and prolific writer. With this new outlet for his efforts Tagore wrote enthusiastically and prolifically. Tagore's association with journals continued for many years. He edited Banga Darshan, Sabuj Patra, Bharati and Sadhana[32] and wrote for numerous others. Thus Jyotirinda had a many-sided influence on his younger brother.

These were a few of the incidents, places and people contributing to the learning of Rabindranath Tagore. It has been suggested that Tagore was not just one man - he was many men.[33] One of his greatest gifts was knowing how to synthesize and utilize the learning of others. He not only harmonized knowledge within himself but he spent a life time giving this knowledge to others. He was not only a visionary, a creator of beautiful thoughts and words, he was a very practical man as well. How he used his learning and why he is called a "Mahakavi," a seer, can best be observed by looking at the managing, teaching and serving aspects of his life.

MANAGING

In Rabindranath Tagore's Life (LTMS) learning, teaching, managing and serving often overlap and are sometimes inextricable threads. But in the sequence of events it can be said that learning was followed by managing. This is so because Tagore's studies were interrupted, if only by a change of location, in 1890 when his father asked him to take over the management of the family estates. The zemindary was largely in the rural areas of East Bengal (now Bangladesh). Tagore had often hoped for a closer acquaintance with Bengal's villages, and now the opportunity was at hand. The estate was widely scattered. The head offices were in Shileida, in Kaligram and at Puri. The branch offices

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[30]Ibid., p. 357390 for Tagore's role in politics. See also Rabindranath Tagore, Nationalism (London: Macmillan, 1917).

[31]Ibid., p. 34, "Her eldest son, (Tagore's mother's) Dwijendranath was a man of gigantic intellect, poet, musician, philosopher and mathematician."

[32]Banga Darshan, Sabuj Patra, Bharati, and Sadhana are four prominent Bengali journals. Banga Darshan (The Mirror of Bengal) first appeared in 1872, edited by Bankimchandra Chatterjee and later by Rabindranath Tagore. Sabuj Patra came out in 1914 edited by Paramatha Choudhury. Rabindranath contributed to Sabuj Patra (Green Leaf). Bharati appeared July 1877 edited by the eldest Tagore brother Dwijendranath, but it was Jyotirinda's idea. Rabindra was from the beginning a contributor and later the editor. Sadhana was first issued in November, 1891, conceived and edited by Rabindranath Tagore.

[33]Kripalani, op. cit., p. 67.

were in Shahazadpur, Kushtiya and Patisar. Much of this territory is easily accessible by water, and Tagore did the requisite traveling in his family houseboat or by river steamer.

At first the poet had misgivings about taking on the role of manager, but he proved more than capable. The problems of rural Bengal and the private lives of his tenants interested him. He reviewed traditional zemindary policies and observed how neighboring landlords managed their estates. He pondered the subject and devised new and simplified methods of management. Estate accounts were complicated. They were often made worse by the crookedness of scheming clerks who took advantage of the illiterate tenants. When Tagore took charge, "his agents and clerks fondly told each other 'he's only a scholarly poet; what can he know of business."[34] They were soon undeceived. Tagore scrutinized each item and came to his own conclusions about decisions to be taken and rents to be collected.

From contact with the villages, Tagore developed a life long concern for the Bengali peasants. He had a sincere desire to help these unlettered people. In a letter written around this time the sympathy he felt for his tenants, the "riots" is apparent: "Sometimes one or other of our simple, devoted old raze comes to see me - and their worshipful homage is so unaffected. How much greater than I are they in their reverence."[35] He taught of the villagers as "big helpless children of providence"[36]and it became his mission to help them become self reliant adults.

The ideas Tagore was germinating in his more than ten years managing the family estates later found expression in the agricultural experiments at Sriniketan. Tagore was a pioneer in the field of rural uplift. "Two decades before Mahatma Gandhi took up this cause, and half a century before the Indian Government became involved, the first experiments in rural community development were made by Rabindranath Tagore."[37] These experiments grew from Tagore's experience as estate manager caring for his own family zemindary.

Managing was a good learning experience for the poet and the ten years Tagore spent tending the estates were by no means all giving. What he received from observing the lives of these humble people was a great stimulus to him as an artist. One of the rural areas he loved best was Shileida. "He was now

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[34]Khanolkar, op. cit., p. 101-102.

[35]Rabindranath Tagore, Glimpses of Bengal (London: Macmillan, 1921. trans. Surendranath Tagore of a selection of letters from Chinnapatra (Torn Letters) (Calcutta: Visvabharati, 1912).

[36]Khanolkar, op.cit., p. 102.

[37]Kripalani, op. cit., p. 148.

entering upon his happiest and most creative period, living chiefly at Shileida."[38] Shileida is in north-east Bengal. It is an area of many rivers and lovely forests with interesting flora and fauna, including the Bengal tiger. "The Shileida Zemindary was not widely scattered but sufficiently so to entail a certain amount of easy travel by boat. It was also within easy reach of Calcutta. Most important it gave Tagore the rest of mind and leisure which ripened his many sided powers."[39] The two aspects of nature which Tagore loved best were the sky and the river, and now he made his headquarters on a houseboat at Shileida and traveled Bengal's rivers. His imaginations was stirred by the people and the landscape, and this way of life emerges in his poems and songs. Some of the experience is related in his Torn Letters.[40]

In a letter written on the 21st of June 1892 on the way to Goalunda, Tagore gives some insight into why this reverie area had such attraction for him. He speaks of the rural scenes and particularly the sandbanks created by mighty rivers which often change course and cut new channels in the monsoon season. These sandbanks are rarely inhabited because of the capricious water but they are sometimes sown with jute or paddy. Thus in one of the world's most densely populated countries there are solitary and empty stretches. Such landscape had a fascination for Tagore"... I cannot tell how it moves me. I suspect that the old desires and longings of my servant-ridden childhood - when in the solitary imprisonment of my room I pored over the Arabian Nights, and shared with Sinbad the Sailor his adventures in many a strange land are not yet dead within me, but are roused at the sight of any empty boat tied to a sandbank."[41]

In another passage he writes, "If I had not heard fairy tales ... in my childhood, I am sure views of distant banks, or the farther side of wide fields, would not have stirred me so..."[42] Tagore goes on to say "What a maze of fancy and fact becomes tangled up within the mind of man. The different strands of story and event and picture how they get knotted together."[43] This is what

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[38]Thompson, op. cit., p. 96.

[39]Ibid., loc. cit., p. 96.

[40]Thompson, op. cit., p. 101-102. "Torn Leaves (or Torn Letters). Of these a good many were written to Srischandra Majumdar, but most of them to his niece, Indira. She knew the value of this correspondence and on his fiftieth birthday gave him a selection from his own share in it, copied out and bound."

[41]Rabindranath Tagore, Glimpses of Bengal (London: Macmillan, 1921), p. 78. A letter written on June 21, 1892.

[42]Ibid., p. 78-79.

[43]Ibid., p. 79.

the poet was doing in those ten years of estate management. The landscape of Bengal inspired him, the lives of her people stirred and filled his fancy. He wove the two together and stories, songs and lyrics poured freely from his pen. The scenes of village life stayed with him for years and appeared in frequent literary works.

One of the finest outcomes of Tagore's ten years of managing was a wealth of artistic creation. His short stories in particular belong to this period. He was the first Indian to attempt this form. Many of these stories were suggested by a scene or incident or character he observed while he lived on his houseboat. In his letters of the period he speaks of his delight in creating this form. "If I do nothing else but write short stories I am happy and I make a few readers happy. The main cause of happiness is that my characters become my companions, they are with me when I am shut up in my room on a rainy day, or on a sunny day they walk about with me on the bright banks of the Padma."[44] And in a letter from Shahazadpur he writes: "So often I feel I could write lots of little stories - lovely ones. I would enjoy writing them."[45] Tagore wrote many stories, three volumes in all"... he was not concerned with portraiture of personality or development of character but with depiction of a mood, creation of an atmosphere or sudden revelation of an unsuspected aspect of character or motive. This swift and intuitive grasp of a scene or a situation was akin to his lyrical genius and native to his highly sensitive mind which responded quickly to each and every impression or suggestion from outside. Once a suggestion was registered the imagination worked on it and soon wove a story round it."[46]

Besides managing the family estates from 1890-1900 Tagore was also editing the Journal, Sadhana. From Shileida he contributed more than seventy-five percent of Sadhana which was published in Calcutta under the nominal editorship of his nephew, Sudhindranath. In the journal's fourth year Tagore took total control and edited it himself.[47] Sadhana was an instant outlet for Tagore's short stories and they flowed rapidly from the poet's pen. The creative and managing experiences were thus combined and the artist profited from his daily contact with rural people and their problems. Managing the estates gave the poet a sound knowledge of his countrymen. It led him to the realization that education was the key to progress, and he had a great desire to move the country

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[44]Kripalani, op. cit., p. 159.

[45]Khanolkar, op. cit., p. 97.

[46]Kripalani, op. cit., 156.

[47]Khanolkar, op. cit., p. 105.

forward.[48] At last managing led to teaching, for in the year 1900 Tagore retiredfrom supervising the estates. He retreated to the dry red earth country around Bolpur in East Bengal where he opened his school at Santiniketan, in that sanctuary of peace long loved by his father.[49]

TEACHING

Teaching began around 1901 and continued for the rest of Tagore's life. Tagore had broached the idea of establishing a school at Santiniketan to his father Debendranath who then gave permission. On December 22, 1901, Tagore opened his new school, the Brahmacharyashram, (the boy's monastery). As a boy Tagore had suffered under the educational system imposed on India by MacCauley and the British Raj. His idea now was to go back to tried and trusted methods of ancient India, to the forest rishi's way of teaching. Tagore was a pioneer in the field of education. "For the last forty years of his life (1901-1941) he was content to be a schoolmaster in humble rural surroundings."[50] One might reflect if Tagore had not synthesized his experiences of learning, managing, teaching and later serving, if he had not reached a world wide audience with his works, he might have been only "a schoolmaster in humble rural surroundings." He was that. But he was much more.

The Brahmacharyashram, Tagore's first school at Santiniketan, began with five pupils and five teachers too. Tagore writes of his project to his good friend the renowned scientist, Sir Jagadish Chandra Bose: "I am at Santiniketan in the throes of trying to start a school. It has to be just like our ancient 'forest monasteries,' where teacher and pupils lived together in ordered discipline without the least trace of luxury, and rich and poor alike had to be initiated as novices of the order. Yet search as I will, I cannot so far find the right teachers - men who combine themselves the science of today with the culture of the past."[51]

Tagore did eventually find good teachers. Soon the school expanded to 110 boys between ages 5 and 18, divided into three sections. The daily routine was carefully planned. It began at 4:30 a.m., first came exercise, then a bath and meditation. This was followed by morning lessons from 7:00-10:30. Subsequently there were two hours of homework and independent study. School

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[48]Tagore, Chinnapatra, op. cit., p. 92-93. A still untranslated letter tagore wrote from Cuttack, Feb. 25, 1893, makes reference to his earnest desire to move the country forward. I have translated part of this letter in the latter part of this essay under Serving.

[49]Khanolkar, op. cit., p. 21-23, gives an account of the discovery of Santiniketan by Tagore's father, Maharishi Debendranath.

[50]Kripalani, op. cit. p. 7.

[51]Khanolkar, op. cit., p. 123.

resumed again from 1:00-4:00 p.m. Evenings were for recreation which included meetings, gardening, story telling and other activities. Bed time was 8:15. The subjects taught were Bengali, English, Mathematics, Sanskrit, History and Geography, and in addition Chemistry, Physics, Music and Drawing. All theclasses were in the open air, under trees as in the ancient forest hermitages.

Tagore took an active part in the teaching. He used to show the other teachers how to forget the set syllabus and make lessons enjoyable. He believed teaching should be exciting to both teachers and students. It should open the pupil's heads and hearts to a living culture and be both tasteful and lively, progressive and creative. Tagore's ideal teacher was one who developed his own personality along with the personalities of the pupils. He tried to give his staff every opportunity for growth and enrichment.[52]

The Arts were given a central place in Tagore's school. "Tagore attached as much importance to his pupils' emotional as to their intellectual development. He counted on a fusion of emotion and intellect to assure them of a full and rounded life, and this is why painting and music were made two of the principal subjects at Santiniketan."[53] An artistic atmosphere was created. Daily exposure to music and pictures subtly and subconsciously influenced even those who could neither sing nor draw and they were taught to find enjoyment in these riches.

As time went on Tagore began to think seriously about the future character of his school. He decided it could no longer remain parochial or limited to Bengal. It should belong to the whole country.. This was the first step away from the original inspiration of the Brahmacharahsram. It was partly prompted by a large contingent of Gujarati boys, sons of Calcutta and Jheria merchants who wanted their children to be educated at Santiniketan.

As years passed the school kept expanding and on December 22, 1918, it became also a World University, Visvabharati. Tagore wanted it to be a center for Indian culture, a seminary for Eastern studies and a meeting place of the East and the West. The expansion was partly due to Tagore's winning the Nobel Prize for literature in 1913. The prize gave him funds to expand, and the success of his lecture tours and translations were to the benefit of the school. This expansion of Santiniketan led the poet into a life of serving because a large portion of his remaining years were spent traveling to promote Visvabharati and his ideal of one world and universal man.

While considering Tagore's contribution to teaching, mention should be made of Sriniketan, his scheme for community development that was closely connected to Santiniketan. Sriniketan was established in the village of Surul three miles from Santiniketan, and it became a source education for the students to help serve the community. From the years of estate management Tagore had come to the realization of the extent of neglect and misuse of the soil of Bengal. At

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[52]Ibid., p. 123.

[53]Ibid., p. 224.

Sriniketan he decided to establish a center for agricultural studies at Surul with his son's help.[54] Other centers like it were established at Patisar, Kanta and Ratoyal and the villagers were brought into the program. Each center had a hospital, a dispensary and doctors. Over 100 primary schools were opened, and night schools also. People were taught first aid, soil conservation, how to cope with floods and fires, improve village wells and tanks for better water supply, repair roads and thatch roofs, clear jungle undergrowth, etc.

To carry out his plans Tagore naturally needed the help of many people. In 1922 he was joined by a young Englishman, Leonard Elmhirst, who helped organize rural reconstruction of Sriniketan. Another dedicated worker was Mr. Atul Sen, formerly a high school principal, who helped Tagore realize these community plans. But best of all Tagore won the support of the villagers themselves. "The peasants were made to appreciate the importance of all this from the point of view of their own good. At first they could not make it all out; no landlord had ever before shown such care and thought for his tenants' welfare. However, they felt that when "the master took so much trouble for them, the least they could do was to lift a hand themselves and so they readily came forward."[55]

Thus Sriniketan became a nucleus for experiments in large-scale community development. Tagore tried to create social participation and service and a living communication between the students of this Santiniketan school, the national leaders of Indian society of tomorrow and the peasants, the solid core of the Indian economy, and society. Tagore believed that learning and teaching should not be divorced from serving. This is one way teaching led Tagore to take a large step into serving. This step was to become a giant one in the year 1913.

SERVING

On the evening of November 15, 1913, Tagore went for a stroll with his colleagues in the 'sal' grove at Santiniketan. "Suddenly he beheld some of his people running towards him and he asked in some surprise, "What's the matter?" The men thrust a telegram at him. After reading it he handed it to a colleague at his side with the words, "Well, Mr. Nepal, you can stop worrying about the money for your drainage." The telegram informed him that he had won the Nobel Prize of $18,000. "From now, it's goodbye to all private life," he cried, 'All kinds of worries will be after me."[56]

This was an interesting reaction. Fame had come at last. Instantly Tagore realized what it would mean. His literary gift flourished in solitude and quiet.

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[54]Ibid., p. 254.

[55]Ibid., p. 184.

[56]Ibid., p. 178.

This was one reason he was happy with his river life at Shileida. He wrote concerning this unlooked-for fame, to his friend, C.F. Andrews, "I have never asked for it, or striven for it, and I never can believe that I have deserved it. However, if it be more than is due to me, I am in no way responsible for this mistake. For I could have remained perfectly happy in my obscurity to the end of my days in the banks of the Ganges with the wild ducks as my only neighbors on the desolate sandbanks."[57]

With the award of the Nobel Prize the years of service may be said to begin. Tagore had been serving most of his life but he now took upon himself two special missions. One was the enlarging of his school and neighboring Sriniketan. The other was a series of lecture tours to spread East West understanding. These two missions were interrelated. The prize had made him a world figure arousing great interest in his artistic creations. He became aware, "There is a rising tide of heart in the West rushing toward the shores of the East following some mysterious law of attraction" [58] Tagore conceived of himself as an instrument, a means of service, to help this rising tide. To him this was the real significance of his world acclaim. As a practical man he was also aware of the gifts the West could offer the East, technology and science in particular. He hoped to use his newly created World University at Santiniketan as a laboratory to promote East West intercourse and exchange.

To understand more closely Tagore's conception of his mission and serving one may recall his 'Jivan devata' concept. Tagore thought of this 'Jivan devata,' the Lord of Life as a spirit that suffuses and rules the universe, dwelling in man and guiding his life and genius. "His whole conception of Jivan-devata was based on this intuitive experience that a power greater than himself, not a mere blind instinct, was using him as an instrument for a purpose beyond his comprehension."[59] Doing what the Lord of his Life wished him to do was the light in which Tagore regarded serving.

So when fame and world recognition came to Tagore, he used them to serve the Lord of his Life. With this ideal of a power higher than the individual, higher than the nation, Tagore had freedom and vision to see beyond the mentary conflicts of his time. It was a period of crisis in Indian history. The country was trying to free itself from the British Raj and leaders like Mahatma Gandi and Jawaharlal Nehru were often committed to jail. Tagore admired these men and was often in sympathy with their ideas and actions, but not always. Differences are well documented and some may stem from the fact that Tagore never lost sight of the service of mankind as a whole while doing his utmost to serve his

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[57]Amiya Chakrayarty, A Tagore Reader (New York: Macmillan, 1961), p. 36. A letter to C.F. Andrews written from Strasbourg, April 29, 1921.

[58]Ibid., p. 36.

[59]Kripalani, op. cit., p. 360.

own country.[60] His views on nationalism are expressed in his book of that name. He was an ardent supporter of internationalism. "He was one of the most sincere and eloquent protagonists of international understanding and humanism of the modern age who sought to achieve on the moral plane what the ill-fated League of Nations and its successor, UNO, have tried to achieve on the political. He risked unpopularity at home and suffered ridicule and jeers for his faith in one world long before that faith became a world fashion."[61]

Naturally Tagore did feel great pride in his country. It is evident in 'Jana Gana Mana' the song he wrote which became India's national anthem. How the piece came to be written is interesting. In December 1911 the King-Emperor George V visited India. Pressure was put on Tagore to compose a song in praise of the royal visitor. Tagore was indignant. He wrote a song but it was to the ruler of India's destiny: "Thou Dispenser of India's destiny... who 'bringest the hearts of all peoples into the harmony of one life' calling men of all races and religions, from the East and west 'round thy throne."[62] Obviously Tagore did not mean George V. Another incident at the time of the Amristsar massacre shows how much of a patriot Tagore was at heart. On April 13, 1919, "When the news trickled through and reached Tagore he was so perturbed that...he hurried to Calcutta and invited the political leaders to organize a public meeting of protest over which he offered to preside, but so terror stricken were the people that his offer came to nothing."[63] Tagore brooded over Amritsar and then took action. He renounced his knighthood. "It was not the renunciation of knighthood...but the courage with which he voiced his people's anguish which fear had hushed."[64] If Tagore did not always stand shoulder to shoulder with Gandhi and Nehru, it was not cowardice but courage of conviction that dictated his actions. He served his people as he thought best.

The eminent French author, Romain Rolland, and prominent men of other countries appreciated Tagore's services in fostering international understanding. "Rolland had been impressed by Tagore's lectures on Nationalism delivered in Japan in 1916, and immediately recognized in him a spirit akin to his own, one who was like him 'above the battle' where hatred and violence drive nations to mutual slaughter and yet not above the battle where the spirit of man defends its

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[60]Ibid., p. 168.

[61]Ibid., p. 398-399. A letter of Jawaharial Nehru to Krishna Kripalani speaking of Rabindranath Tagore and Gandhi. "No two persons could probably differ so much as Gandhi and Tagore... I have had the privilege of meeting both Gandhi and Tagore. I think they have been the two outstanding personalities of the world during the last quarter century..."

[62]Ibid., p. 302-303.

[63]Ibid., p. 210.

[64]Ibid., p. 265-266.

banner against understood unreason and passion."[65] Another European who understood Tagore was Albert Schweitzer. He said, "This completely noble and harmonious thinker belongs not only to his own people but to humanity."[66] Schweiter called him the Goethe of India and it is a good comparison. Tagore's role in India's destiny is too complex to be examined briefly, but doubtless it is fair to say he did not neglect to serve his own country while serving the world. Perhaps he thought the best interests of both were one.

Years before Tagore became a world figure, while he was still managing the estates, he wrote a letter in which he expressed a desire to serve his country. On February 25, 1893 he wrote from Cuttuck, "...now and then I have a vision of the distant future. What I see is this. I am old, with white hair, and I have come almost to the edge of a vast, disorderly forest. I have cut a wide path straight through the heart of this forest, and from the far side my contemporary wayfarers have begun to enter, shadowy figures in the evening light. I know for a certainty that my efforts will never be in vain. Gradually, bit by bit I will win the country over, one or two of my ideas will quicken their minds. When I think of this my spirit is roused to ever greater striving. It seems to me my work is, as with an axe in hand, to cut away the underbrush of my country's vast social forest and save it from decay. If someone comes to my help in this task well and good. If no one comes I must do it alone."[67] This last sentiment was later echoed in Mahatma Gandi's favorite Tagore song. "If no one hears your call, if no one comes to help, go on alone."[68] In 1893 Tagore did not know that Mahatma Gandhi and other great men would come to help serve and clear a way through that forest.

Tagore took 'serving' very seriously. If he had not done so, he would certainly have had more leisure as an artist. Some lament this. "The poet was losing to the prophet, the singer to the preacher."[69] It has been said: "Something is missing in his later works, that rare something which comes from exclusive devotion to one's art, from ceaseless striving for perfection, something

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[65]Ibid., p. 266.

[66]Ibid., p. 277.

[67]Ibid., p. 294-295.

[68]Tagore, Chinnapatra, op. cit., p. 92-93 - Letter written from Cuttack, Feb. 24, 1893.

[69]Tagore, Gitbitan (Calcutta: Visvabharati, 1941) p. 244, song 3 'Jodi tor dak shune keu na ashe, tobe ekla cholo re..' classified in the 3 vol. Gitbitan (Songs) under 'Patriotic Songs.' It is difficult to know when this song was written as Tagore wrote songs all his life and in works I have seen they are not dated. Many appear in his Collected Works Sanchaita (Calcutta: Visvabharati, 1931) with the group date 1911-1931. Gitbitan 3 vols. has classified the Songs by subject not date.

that cannot be defined and categorized."[70] But if the poet lost, the man gained in stature and the world a great spirit. He spent his energy in constant travel, in public addresses and campaigns to raise funds for Visva Bharati. There were distractions not conducive to a mediative or creative mood."[71] He could not even give the attention he would have liked to give to his school and to teaching. He tried to compensate for this by organizing seasonal festivals with music and dance and by writing songs and plays in which the students participated. He wrote some merry pageants like 'Phalguni'[72] and others. Many of these festivals enriched the cultural heritage of his land. His service took so many directions that one is inclined to agree: "It is truly amazing how much one man did for his people."[73]

SUMMARY

A short essay cannot do justice to the many sides of Rabindranath Tagore. However, it can easily be seen how learning, teaching, managing and serving are integrated in his activities. The efforts he made in learning were used many times over in teaching not only the students of his school but also in writing for his countrymen and the world. What he learned at Jorasanka and by his own lifelong efforts was shared with many audiences in Chicago, New York, China, Russia, Japan and elsewhere who listened to his lectures. Even today countless readers are benefiting from his learning.

While managing the estates, Tagore learned many useful things. He learned about his own country, its needs and wants, its strengths and weaknesses. He learned to love the rivers and skies and fields of Bengal. The pictures that stayed in his mind of this land and its people from these ten years of managing the estates flowed richly into his literary works. These gave the peace and quiet of that landscape to many readers who have never seen Bengal.

Teaching became Tagore's life long work. His last thoughts before he died were of his 'laboratory' as he called the school of Santiniketan. "He called his daughter-in-law, Pratima, in whom he had great confidence, to his bedside and said, 'Listen, daughter. You have cared well for your household, and about that I have no anxiety. I am only worried about my laboratory' (he meant

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[70]Kripalani, op. cit., p.303.

[71]Ibid., p. 303.

[72]Ibid., p. 303.

[73]Tagore, Phalguni (The Cycle of Spring) (Calcutta: Visvabharati, 1915). Kripalani says of this play, Ibid., p. 245.'... riot of song, dance and gaiety to express the author's mood in spring...the merit of the play is to be sought neither in its plot nor in the character nor in the dialogue but in the lovely songs and the spirit of gay abandon which suffuses the whole play."

Santiniketan). 'You must care for that too. From now on the burden is yours' Pratima could see that he was getting ready for the journey."[74] As it turned out, upon his death it was not Pratima who had to care for the 'laboratory.' Mahatma Gandhi persuaded the Indian Government to take over Santiniketan. Thus Tagore's University and his ideals of education are still a living influence.

Serving may be Tagore's greatest contribution, though he did not see all the possible fruits of his efforts in his lifetime. It may take even generations for the thought of the East to integrate with the wisdom of the West, but Tagore was certainly a pioneer in this endeavor. The effort towards East-West understanding may be Tagore's most valuable contribution in 'serving.' His own conception that some higher power was using him in this direction made his efforts in this service unstinting.

In his lifetime the poet did experience some rewards for all his efforts to support the ideal of universal man. In a letter dated April 29, 1921, he wrote to his friend, C.F. Andrews and mentioned the heartfelt reception he was receiving. "All the same, it is a great good fortune to be accepted by one's fellow beings, from across the distance of geography, history and language, and through this fact we realize how truly One is the mind of Man, and what aberrations are the conflicts of hatreds and the competitions of self-interest."[75] Tagore did feel that by serving he was part of this unity that is all men. Obeying the higher power he felt was guiding his life, serving became for him the culmination of learning, teaching and managing. Bringing all his talents to this service, the poet dedicated his life. He was rich in what he had learned and experienced, he had much to give, and he was willing to do so. Therefore learning, teaching and managing found ultimate expression in serving. In his integration of LTMS Rabindranath Tagore was able to harmonize his life and achieve the highest self-fulfillment. This is why a whole city paused to salute a 'Mahakavi,' and the world will not forget him.

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[74]Kripalani, Ibid., p. 304.

[75]Khanolkar, op. cit., p. 251-252.

II. CURRICULUM DESIGN

Development of the Individual: Program of Orientation to the Continuous Process of Learning, Teaching and Social Change

Carole Cloherty/Stephen Mncube

INTRODUCTION

Entry level undergraduate students at World University come from a wide variety of backgrounds. The majority is from Puerto Rico. Many are from Puerto Ricans who migranted from New York, others, are from Africa, India, Europe, the Caribbean, and the Americas. Some are graduates of the finer private schools. Many are graduates of under-staffed, under-equipped, poorly-rated public schools. They range from 16 to 66 years of age; from provincial who have never left their home town environs to widely travelled trans-cultural; from Spanish speakers who want to improve their fluency in English as a second language, to English speakers who want to improve their fluency in Spanish as a second language, to French, Swahili, or Luo speakers who want to improve both their Spanish and their English while at this bilingual institution.

As elsewhere, students arrive at World University with preconceived ideas based on personal experience about their own worth, their ability to cope, to express themselves, to integrate themselves into the world in meaningful ways, to create satisfying relationships, and to draw meaning from disparate facts; and with preconceived ideas about what "education" is, what "learning" is, and what a university course, instructor, students, etc. should be like. They arrive with different perceptions of how they are and how they should be. They arrive with a desire to self-actualize, to become more like their image of an adequate or ideal self. They arrive with a predisposition for learning what they recognize will help them meet their needs and goals, and for rejecting what they deem irrelevant.[1]

Walcott H. Beatty wrote in Educational Leadership that it is the discrepancy between an individual's perception of what he is like and his concept of what he should be like that is the source of the basic motivation to learn. "The learning which persists is that which reduces these discrepancies. Persisting learning will take place only as it is presented in a way which helps the (individual) to reduce these discrepancies and come to see himself as more adequate. Specifically, this learning must help him increase his understanding of his worth as a human being, serve as a means of expressing his self, and provide

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Walcott H. Beatty. "The Psychology of Becoming Human" Educational Leadership, pp. 247-251.

a resource for the creative-integrating of his own personality."[2]

The National Parent Teacher published an article in 1955 which stated that, "not only the beginning of wisdom ... but the beginning of happiness and a contributing relationship to the society in which we live is the building of a firm, flexible, self-respecting sense of individual identity."[3]

Ronald C. Bauer, Lorraine Casby, Rafael Garcia-Mely, and Angel Saavedra, who were among the founders of World University, agreed with this type of thinking and attempted to put it into practice at World. In 1965 they added a series of three courses to the required curriculum. These were first called Psychology and Learning I, II, and III and were concept rather than content based. The uniqueness of each class group provided the experience from which the basic concepts were developed. Over time, new courses were added to build basic skills and the titles were changed to reflect the focus of each course: Learning and Teaching, Personal Health, Human Relations, Leadership and Governance of Men, Typing, and the Reading Program.

These series of courses has been reviewed and refined annually by committees consisting of staff and students. Typing was eventually omitted and the following focuses were added to the program which became known as Development of the Individual by 1976: self-assessment and self-management; perception and motivation; socialization and personality; verbal, nonverbal and symbolic communication; group skills; decision making, planning and problem-solving; and career awareness.

Development of the Individual now consists of eight sequential courses offered in four one-semester blocks of two courses each. Entry level undergraduates are required to pass all four blocks to qualify for concentration in a major field of study at World University. As in many innovative social programs, successive teaching within the sequence return to earlier taught concepts to deepen, broaden, and apply them as learning progresses.[4]

COURSE INVENTORY

In the block entitled Management of Learning, students are oriented to the university and begin to develop more adequate learning and self-assessment skills. In the block entitled Self and Career Management, they apply self-assessment, values clarification, and life planning skills in relation to personal growth, human relations, and career development. In Management, Human Relations and

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[2] *Walcott*

[3] *"The Sense of Individual Identity."* National Parent Teacher, *pp. 12-14.*

[4] James E. Ritchie. "Teaching the Social Sciences: Innovations in Small Systems." Topics in Culture Learning, p. 51.

Leadership, students practice decision making and planning skills as they work individually and in groups to establish community leadership outside the university. In Community and Life Management, they apply the knowledge and skills acquired in the preceding courses as they work in small groups to investigate problems in the community, make realistic suggestions for the alleviation of these problems, and initiate responsible action toward solution of the problems.

OBJECTIVES

The present sequence of courses of Development of the Individual help students formulate goals and find learning experiences which enhance their effectiveness in expressing and assessing themselves, in relating with others, and in coping with practical situations; reduce their compulsion to achieve for approval and to persist in unrewarding behaviors; increase their ability to seek relevancy, analyze, synthesize, and apply information; and apply their knowledge, skills, values, and attitude in a variety of situations within and outside the university. Development of the Individual is one of many programs at World University which attempts to build knowledge, skills, values, and attitudes needed by students. To the degree that its course content is deemed relevant by the students, and together with the behavior modeled by its staff, it is consistently aimed at helping individuals become more adequate, its students are motivated and they do learn. A checklist of competencies (see Appendix A) is distributed to the students at the beginning of each course. This lists the skills, knowledge, values, and attitudes students are expected to demonstrate by the time they complete the eight course sequence.

Students are urged to use the following scale to assess their present ability to demonstrate each of the competencies listed, and to intermittently reassess their progress in attaining each competency.

The development of competency in any area proceeds in increments, increases with practice, and can be assessed and evaluated by comparison against established standards of performance or mastery.[5] The spiral nature of the program in this eight-course sequence consists of cognitive and affective objectives which re-emphasize the same aspects of individual development in each course at increasingly sophisticated and complex levels. Where standards and objectives are clear, the program works well. Where standards or objectives are unclear or inconsistent, the systems break down. The teacher of Development of the Individual is presently involved in clearly defining the standards and objectives needed to develop each competency and in designing alternative means of evaluating and assessing progress in meeting the objectives.

[5]Ivor K. Davies. Competency Based Learning: Technology, Management and Design, pp. 37-52.

ROLES

The roles of the student in developing the required competencies are those of an increasingly independent and effective learner and peer teacher. Students must accept and exercise responsibility for learning within the required time frame of each block for attaining those competencies expected of graduates of the eight courses. They learn to self-assess and to evaluate their own behaviors against the established standard of mastery and to take corrective or remedial action where needed. They learn to clarify their values and their self concept, augment their learning and communication skills, make decisions and solve problems independently and in small groups, function as learning facilitators and resources, and begin to view themselves as active agents of humanistic social change.

The roles of the staff in developing the students' required competencies are those of facilitator, guide, supervisor, peer, and resource. It is a team oriented staff. A team usually consists of three to six staff members who work together with the students of each class to create a learning environment built on respect for the individual and which is consistent with the university's philosophy of pluralism, humanism, and universalism, and reinforce behavior consistent with this philosophy identify training needs. This team also balances the mutually interdependent needs of community, students, staff, organization, and course objectives, uses the syllabus of instruction as a guideline in analyzing tasks to meet these needs, delegates responsibilities so as to meet course objectives,[6] and decides upon the most effective teaching strategies and means of evaluation.

Once the learning tasks have been defined for a course and the present abilities of the particular group of students have been assessed, the staff team decides which teaching strategy will best motivate these students to realize the learning objectives. This decision is often made by the students.

The emphasis on pluralism, self-expression, and creativity, the belief that content should be relevant to the needs of the students, the number of affective objectives requiring progressive attitudinal change, and the attempt to develop and use group cohesiveness within Development of the Individual lend to frequent utilization of student-centered teaching strategies. These include small group discussions, leaderless groups, peer teaching, brain-storming, values clarification exercises, case studies, role plays, games and simulations.[7]

When lectures and lesson demonstrations are deemed the most effective way to meet lower order cognitive objectives, they are limited to 20 minutes and are as likely to be delivered by a student-resource or by an outside "expert" as by a staff member. These teaching strategies are sometimes utilized to lay the

[6]Davies. Competency Based Learning, pp. 24-25.

[7]Ivor K. Davies. The Management of Learning, pp. 157-179.

basic framework and teach the basic information required.

More often, the staff facilitates discovery of basic information by the students themselves. A variety of student viewpoints on the subject at hand are elicited via one of the student-centered teaching strategies. Then, together with the students, the staff members summarize the ideas, behaviors, and attitudes which have been shared, and re-emphasize those consistent with attaining the cognitive and effective objectives of the course.

There is a strong attempt in the Development of the Individual sequence to integrate the content of the classroom with the context of the student's life and the community outside the university.

This is done in several ways, including the following:

1. Staff members continually emphasize incorporation of the search for relevancy into the students' evaluate systems so that it may become characteristic of their learning style. Students' questions and statements are expected to reflect this search for relevancy.

2. Incorporation of the values that knowledge is to be shared and that one learns by teaching is expected. Each student is urged to choose at least one person outside the university with whom to share information about the knowledge, skills, values, and attitudes developed in the chosen person in ways that facilitate this person's learning and development of similar skills, values, and attitudes. Students assess themselves as teachers in this process and submit reports on their own progress and that of their student.

3. Students participate in a small group which investigates the nature and extent of a current social problem and then formulates realistic suggestions for the prevention and alleviation of this problem. After researching the available literature and audio-visuals pertaining to the problem their group has chosen to investigate, they spend one month in the greater community gathering information related to their hypothesis. They investigate agencies offering services related to the problem, interview victims of the problem and professionals dealing with the problem. They construct questionnaires regarding the nature of the problem and its solution, distribute these to the general public, and analyze the results. They then write a group report in which they outline the steps taken in their investigation, summarize their findings and recommend practical measures against the problem to be taken in the home, by religious institutions, in the schools, by the government, by the media, by the individual's peer groups and influence groups, and by the combined staff and students of World University. Finally, they initiate responsible individual and group

action toward solution of the problem.

Some student groups have published and distributed posters and pamphlets providing information which define rape and child abuse and tell how to help victims of these crimes. Another group organized community action groups to combat environmental pollution. Others filmed and aired video-taped discussions about major causes and prevention of traffic accidents; the effects of alcoholism on the alcoholic's family; the effects of air pollution, water pollution and solid wastes on plants, animals and humans; the relationship of unemployment to crime and other social problems; the role of ignorance, fear, and shame in the incidence of venereal disease.

Through these group projects, students have raised their own consciousness both about what it means to work in groups and about the multiple facets of current social problems. They have heightened public awareness of the need to effect change in some localized problems. And they have helped the target population see the arrest of the problem affecting them as feasible.

4. Each student participates in an individual ten-week community leadership project designed to utilize the student's skills in leadership, decision-making and problem-solving. The objective is to help an individual or group in the greater community better the quality of life by solving one or more problems affecting them. Here, too, the student is fully responsible for planning, executing, and documenting the project, and reporting on its progress and outcome.

The individual students choose a specific population with which they wish to work. Then they provide leadership and facilitate the process as these people choose and define a problem, formulate goals and alternative plans of action, decide upon the most effective alternative, actualize the plan, and move toward meeting their goals.

The students assess their leadership and the progress of the project in weekly oral and/or written reports. These are critiqued in class by both staff and peers, who offer suggestions and alternatives for the student's consideration.

After ten weeks, the students submit documentation of their efforts and results. We urge that this be done creatively, in the form of

a written report, video-tape, film, photographs, cassette tapes, graphs, charts, drawings, artwork, letters from participating community members, etc. A combination of two or more of these forms is usually used.

Many of the projects undertaken have lasted longer than ten weeks. Some become on-going in nature, with students continuing to work voluntarily toward resolution for much longer periods. Students have successfully undertaken a wide variety of community leadership projects. Individual students have devised, facilitated, and evaluated an exercise program for overweight people; formed a Catholic Youth group; tutored 5th grade; petitioned throughout Puerto Rico for vocational education at a younger age; facilitated a Human Relations lab; tutored English at their workplace; taught games-for-learning to children; taught ceramics and macrame to the aged and the handicapped; and organized parents to reconstruct a burned down school.

The whole sequence of Development of the Individual coincides with the fundamental objectives of the universal approach embraced by World University. It is one of many programs which attempt to elicit the student's participation in and commitment to democratic ideals, humane social change, and the advancement of world understanding and brotherhood.

It is a sequence of courses in a process of continual development. Its curricula are designed to be responsive to change and to variations in circumstances in levels of staff competence and student preparedness or tolerance. The uniqueness of each class group provides the experiences from which the basic concepts of the course are developed and leads to pragmatic variety in the methods used to meet the same objectives. The goal of uniformity exists only in regard to the competencies developed and the objectives met.

As a program, Development of the Individual can be improved by upgrading staff skills; placing more emphasis on the basic reading, writing, and research skills students need in their university experience; encouraging peers via more co-facilitation of class activities by staff and students and via consistent staff involvement in what they require the students to do; defining realistic standards for the competencies required of its graduates; defining the behavioral objectives for each course which will best help students develop these competencies; developing valid means of evaluation and assessing student progress in meeting these objectives; and becoming better integrated with the other programs at World University which share similar goals.

Gregory J. Trifonovitch wrote of the switch from a paper oriented philosophy of education to a more people oriented pattern of learning and action in which students are encouraged to experiment and develop their own inquisitive resources and initiative for learning and discovery instead of depending on experts

and authority. Factual information is then presented through case studies, role plays, and informal conversations and activities. Simulations are also organized to help participants become aware of their own biases and reactions. In this pattern of learning, participants act on their ideas instead of intellectualizing them.[8]

This is the pattern of learning and action Development of the Individual attempts to establish. The thrust of its program is not to produce students who can recite two hundred lines of poetry, but who can feel the poetry they read; not to produce students who have learned a specific body of knowledge, but who have learned how to learn; not to produce students who view learning and teaching as limited to classroom context and course content, but who view learning and teaching as desirable and continuous processes with the program of Development of the Individual as an orientation to these processes.

[8]Gregory J. Trifonovitch. "On Cross-Cultural Orientation Techniques." Topics in Culture Learning, pp. 45-46.

APPENDIX A

Upon successfully completing the Development of the Individual courses, a student can

I - Demonstrate effective learning and research skills.

- *A - Comprehend English and Spanish writing.*
- *B - Exhibit patterns of reading regularly.*
- *C - Take notes in a logically progressive manner.*
- *D - Outline, analyze and summarize.*
- *E - Understand bibliographic and audiovisual research sources*
  1. *Utilize the system.*
  2. *Identify, contrast and compare sources.*
- *F - Understand principles of test taking.*
- *G - Plan and administer his/her schedule.*
- *H - Assess and evaluate his/her learning and research skills*

II - Communicate verbally and nonverbally.

- *A - Comprehend spoken English and Spanish*
- *B - Listen and question emphatically.*
- *C - Follow verbal or written instructions.*
- *D - Interpret nonverbal and symbolic messages conveyed by others:*
  1. *gestures*
  2. *facial expression*
  3. *posture*
  4. *gait*
  5. *touch*
  6. *eye contact*
  7. *distancing*
  8. *appearance, clothing, belongings*
- *E - Use his/her body to:*
  1. *communicate non-verbally*
  2. *enhance verbal communication*
- *F - Speak effectively in public in his/her native language.*
- *G - Summarize and critique:*
  1. *lectures*
  2. *group discussions*
  3. *opinions, suggestions and ideas of others*
- *H - Write concisely and comprehensibly in his/her native language:*
  1. *short descriptive and analytic summaries*
  2. *essays*
  3. *research papers*

III - *Manage his/her own development while enhancing the growth of others.*

- A - *Differentiate between the concepts of perception and observation.*
- B - *Describe at least two theories of personality.*
- C - *Assess, evaluate, and accept his basic personality traits:*
  1. *basic needs*
  2. *motivation*
  3. *emotions*
  4. *defense mechanism*
  5. *values*
  6. *attitudes*
  7. *respect*
  8. *multiple roles*
  9. *creativity*
  10. *decision-making*
  11. *self discipline*
  12. *change and adjustment*
  13. *growth*
- D - *List basic principles of human growth and development.*
- E - *Demonstrate sensitivity and openness to growth and learning.*
- F - *Set priorities.*
- G - *Apply processes of decision-making.*
- H - *Solve problems according to his/her unique needs.*
- I - *Accept responsibility for the consequences of decisions made.*
- J - *Make rational vocational choices.*
- K - *Take responsibility for managing his/her physical and mental health.*

IV - *Work effectively with groups toward humanistic social change.*

- A - *Establish positive interpersonal relationships.*
- B - *Apply his/her knowledge of him/herself and of basic human needs to his/her relationships with others.*
- C - *Accept others' values.*
- D - *List basic principles of the process of socialization.*
- E - *Apply the basic principles of learning and teaching to the group process.*
- F - *Analyze and facilitate group dynamics.*
- G - *Facilitate positive expression of group members' feelings.*
- H - *Clarify others' ideas and suggestions.*
- I - *Make decisions together with the group.*
- J - *Help members to resolve problems:*
  1. *Identify the group's goals.*
  2. *Plan methods to meet the goals.*

3. *Generate alternative methods of meeting group goals.*
4. *Choose the most effective methods.*
5. *Determine the necessary task.*
6. *Compromise and negotiate to maintain good relations and to meet group goals.*
7. *Share his/her ideas with the group and defend them without hostility.*

K - *Maintain the role of humanistic change agent:*

1. *Use the most appropriate type of leadership.*
2. *Organize the group to fulfill its responsibilities.*
3. *Facilitate and evaluate the group process in relation to goals, tasks and dynamics.*

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EDUCATION FOR THE NEW AGE OF WORLD INTEGRATION

Norman C. Dowsett/Stephen S. Mncube

Man has entered this life-this earth-place, this world-play, this heaven of thought and for the greater span he has learnt to continue to die.

All that now has to change, for the time has come for him to learn how to continue to live.

To do that he has to educate himself to continue to live; to educate himself for the whole man, for the whole of existence, on an integral basis established in life for a universal purpose transcending life and time.

Quite obviously then there has to be an answer to the cry one hears all around the world that the present state of education in all countries has to be revolutionist if it is to meet the requirements of the imminent "Golden Age of Tomorrow."

As we move towards the 'Satya Yuga', which moves itself towards us, the impetus increases day by day, hour by 'expanding' hour. Long has man cried out for help to transcend himself. He is now ready to make the next evolutionary leap into the future to exceed his animal nature. And there is the Hand leaning down from above ready to give the Knowledge, Light and Power for the marvelous Ascend.

Is it so surprising that there is a world-wide cry for a revision of education, a reorganization of education, a rehabilitation of education!

Education has to be revised to accommodate the New Consciousness already descended into earth-nature. It has to be revised to meet the needs of the Consciousness now visible in the young children of today. They have come into a world still occupied with the old stupidity of the past. A world hardly ready to receive them. A world that has not yet learnt to believe that man need not die.

Education has to be reorganized into the student-activated ecology rather than the teacher-dominated ecological climate of today. Student participation has to be organized on all levels of learning because without that there can be no possibility of new discoveries. And in the reorganization the student has to first discover himself or at least be allowed to make the attempt.

Stuffing the student with data to pass examinations is merely prolonging the falsehood which our fathers initiated in order to pirate place and position in an age which believed in material wealth, power and position as the only achievements of human existence.

But the New Consciousness is in the process of breaking these old values. Quietly, incessantly, inexorably the force is working throughout the world, through nations, communities and individuals.

Education has to be rehabilitated, for its home is not now only in the classroom, the lecture hall, or the academies of learning. It is in all aspects of

life urban and rural, country and metropolitan, expressive and contemplative. It is everywhere possible where consciousness strives with matter with life-force. with energy. Where consciousness comes into contact with grossness, with misguided passion, with ignorance, fear, pain and misunderstanding.

Education has now to be understood in terms of a preoccupation with, and an occupation for the whole life. Its object is not merely an expedient necessary to equip one for the needs of existence - an existence primarily concerned with material acquisitions affording the bare foundation for an illusory security, pleasure and love.

Education then becomes implicit in every phase and rhythm of existence. While man continues to learn he continues to live; while he continues to live he continues to grow, evolve, exceed himself, expand into the greater life of a higher being. Man begins to live according to the injunction of the sages of old, the edict of the Greeks: "Gnosthe Seauton," Know thyself, written over the entrance porticos of their temples. In ancient India the injunction 'Atmanam Viddhi' was the echo from the rachis, or the Pali words of The Buddha 'Appadipobhava' 'Be a light unto thyself.'

For centuries man has initiated new methods of doing things but none of these new methods has changed the fundamental nature of man nor have they dealt effectively with the vulgar problems which remain irksome to human life and the aspiring dignity of man. Neither political legislation, social ethics, nor religious edicts have been able to accomplish the fundamental hopes of evolving human consciousness. Man first has to agree that a change is necessary before he will subscribe to the beliefs of a New World. That agreement is perhaps now felt among small congeries of thinkers, and those few beings who are consciously dedicated to a higher life through sadhana, yogis discipline or divine destiny.

New consciousness has entered the Earth-Nature and man is becoming more and more aware of his divine heritage. The physical world has shrunk because man's mental achievements have widened. The horizons of possibility have been pushed back from the inner worlds of occult truth and knowledge, the outer world has submitted to man's conquest and mastery. There is no reason to suppose that he is going to stop there. Life is an expanding universe and man is a transitional being, an evolving consciousness growing ever more aware of himself in relation to the Truth. That Truth cannot be denied. It insists that we build a new world one would like to see.[1]

It is out of this concern so eloquently stated by Norman C. Dowsett that from 1975 the Development of Cultures course finds its rationale. There has been a constant revision of the course on a yearly basis by scholars from various academic disciplines. This course is designed to teach cultures of mankind

[1] *World University Self Study Report, September 16, 1978, p. 57-8.*

holistically rather than in a fragmented way. Unlike culture courses in many institutions of higher learning that teach Western civilization as a separate entity from African, or Asian civilization, this course emphasizes the transcultural aspects of these civilizations. In doing so, the infusion of culture from one civilization to another is noted and a fundamental synthesis of the contributions made by different civilizations to the heritage of all mankind is developed.

Culture courses are not just taught as a luxury item, but to provide a student with a sense of historical continuity from one generation of mankind to another. To do this effectively, it appears more realistic to view cultures as one entity even though, certain variations in religion, philosophy and customs may exist from one culture to another.

Equally important, this Development of Cultures course is based on the philosophy of World University which emphasizes universalism. In terms of the curriculum, this means that there must be an emphasis on world cultures, effective communication, changing of society, development of individuals, quest for peace and a search for meaning in life in addition to the more traditional understanding of the structures of knowledge and of the content and methods of the arts, humanities, social and natural science.

There exists strong opposition to this philosophical notion by those who claim there ought to be an ideological distance between an institution's philosophy and the courses taught. Hence, this course may be singled out as one that adheres to a particular philosophy and dogmatically using it as a protective armor. But if one makes a judgement of this sort, one must bear in mind that there is an inherent difficulty in courses that attempt to exist in a vacuum apart from a philosophical outlook or ideology that dictates an integrated sense of purpose to students.

Briefly, this course can be summarized as one of few that attempt to reach a synthesis in teaching Development of Cultures as an integrated whole. Through this effort, the following objectives may be accomplished:

1. To furnish students with a new perspective from which to view Developments of Cultures as an on-going process that changes with time.

2. To require the students to be increasingly effective each quarter in systematically analyzing the inter-relationship of the discussed themes and patterns.

3. To alert students to the ways in which thought, behavior and "Life Chances" are affected by their particular position in this area of cultural development.

The following discussion provides a brief course structure and the competencies intended to make the stated objectives a reality.

This article is not to provide an argument on the relevancy of competency based curriculum in the Development of Cultures Course. Rather, the aim is to highlight as suggested in the title, the rationale and the structural design that is encompassed by this subject of the development of culture.

STRUCTURAL ASPECT

The Development of Cultures is structured to explore various facets of cultural developments from antiquity to the foreseeable future. Emphasis is given to the following patterns:

1. philosophy, religion and psychology
2. economics, politics and societal laws
3. education science and management
4. art and music

All these patterns are treated over a period of four quarters that last approximately three months each. In any one quarter, only three of the patterns are discussed in relation to the following themes:

1. Humanity's Search for Itself
2. The Universal Approach to All Life
3. The Impact of Technology and Change in History
4. The Interaction of Violence, Non-Violence and the Quest for Peace
5. The Humane Spirit

These themes were selected because they have historically been pronounced in many cultures, and are even more pronounced in our present day and age while man juggles with megaton eggs.

"Somewhere a woman gives a world an artist
A child who sings and dances
Dreams and weaves a poem around the universe."[2]

The themes and patterns related to philosophy, religion and psychology

[2]Ezekiel Mphahlele, "Somewhere" An unpublished poem.

which are taught in the fall quarter are intended to provide conceptual frameworks of the competencies adopted for this course. For each theme, there is a set of competency statements which are intended to be the minimum accomplishments from students enrolled in this course. These competencies are constructed to highlight the three-way instructional formula of classroom, Learning Resources Center and community activities.

COMPETENCIES

The following competency statements are stated as examples and focus only on the cultural patterns of psychology, philosophy and religion.

I. Humanity

The competencies involve an ability to:

a) discuss five definitions of humanity from different parts of the world,

b) comprehend the selected articles in the Reader for conflicting views of humanity in the world,

c) analyze at least three films from the series on the three patterns,

d) participate in group discussion on the comparison of one culture to another on these patterns,

e) give an account of one's observation of five different religious organizations.

II. Universalism

The competencies are to:

a) show an ability to conceptualize universalism by writing a coherent essay,

b) cite a few references on universalism from more than three continents in three distinct historical areas,

c) present three literary works that depict universalism from different countries,

d) participate on a panel that presents a dialogue on different views of universalism,

e) present a summary of observations made in a given community on universalism.

III. Technology and Change

Competencies are to:

a) provide a comparison of ideas pertaining to the impact of technology,

b) recognize at least three major changes that are direct result of technology and change,

c) write a coherent essay that displays changes in the world due to technology,

d) write a play script designed for a group performance on the patterns.

IV. Violence, Non-Violence and Peace

Competencies are to:

a) distinguish between violence, non-violence and peace, on a global perspective,

b) cite not less than five authorities in relation to violence, non-violence and peace in the world,

c) participate in a dialogue on the question of violence, non-violence and peace.

V. Humane Spirit

Competencies to:

a) discuss humane spirit on the basis of the three patterns in the world today.

b) cite works of a few authorities in the world who have done work related to humane spirit,

c) express humane spirit in the form of poetry,

d) present a talk about a project conducted in a given community on humane spirit.

METHODOLOGY AND LEARNING ACTIVITIES

Before elaborating on how the instruction takes place in this course, it is important to discuss the role of instructors. Team teaching is considered most effective for this course because it:

1. provides more variety in the teaching-learning process.

2. enables students in one single course to observe differing points of view.

3. sharpens the levels of instruction by enabling instructors to emphasize different teaching techniques.

Students are thus exposed to many points of view about cultural development so that they can better formulate their own views. Learning activities are divided into a three-way instructional formulae:

a) Classroom activities

b) Learning Resource Center activities

c) Community activities

Classroom activities entail a series of lectures presented by the staff and students on the selected themes. Students are expected to participate in discussion following the lectures under a close observation by the staff member who must serve as a resource person. Other strategy for learning in the classroom may involve student participation, simulation games and oral presentation.

In the Learning Resource Center, the staff functions more as facilitator while students play the dominant role in fact-finding activities. Students are expected to review literature pertaining to the topics discussed in class. This is peripheral to their use of the assigned course "Reader" which incorporates relevant articles, short stories, and poems selected from all continents.

Other required LRC activities include student review of audio-visual material assigned for the course.

Community activities also require that the students take initiative. They are expected to visit individuals, groups and organizations that have any relevance to the themes and patterns of culture discussed and to observe unobtrusively some

of the activities which groups and organizations perform. The students are responsible for organizing their findings for presentation in class either as a group or individual report.

EVALUATION

Evaluation of students is based on how well they are able to meet the geheral competencies required for the course. Even though the kind of evaluation preferred for this course is designed to be informative rather than judgmental, some specific forms of evaluation like written and oral tests are still given. Quizzes are kept to a minimum and are given only when necessary. Other forms of evaluation may consist of student interviews, participation in all activities in class-learning, resource center, and community. Attendance is important due to the emphasis placed on participatory activities.

SUMMARY

A brief discussion on the rationale for this course was provide by Dowsett. Also covered are the competencies which play an important factor in the structure of the course. Finally, focus on the methodology and evaluation process of this course has been stated. It is also hoped by this writer that other institutions of higher learning will utilize a holistic view of cultures. This is because it appears that the cultures of human society in the future will be determined by how well a universal history of human heritage is prepared in which a dispassionate assessment is made of the contributions to culture and civilization by all of humanity.

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NEW DIRECTIONS IN ENGINEERING EDUCATION CENTER

T. Paul Torda

INTRODUCTION

Assessment of modern trends in engineering education in the United States indicates that there may be considerably less differences between the needs of technologically highly developed nations and those at low or intermediate stages of development, though the reasons for such needs arise from contrasting requirements. Reorientation of the direction in engineering education in the United States stems from the fact that conventional programmes do not, or only partially, fill some technological needs of the country.

While conventional curricula serve to train competent engineers who can apply engineering principles to purely technological problems, there is a need for a cadre of interdisciplinary professionals who can recognize and approach society's problems in a creative way. This need arose in the United States from the increasing intrusion of unintended side-effects of technology on the quality of life. In contrast to this, in developing nations the need for creative professional engineers arose because of the demand for improvement of the quality of life.

In this article, I will try to sketch some of the new directions engineering education has taken in the United States and then attempt to assess what components of the new programmes may be applicable to some aspects of engineering education in less-developed countries.

RELEVANCE AND COST-EFFECTIVENESS

The direction engineering education has taken in the United States since the early 1960's is towards 'relevance.' This means that the 'post-Sputnik' rush towards science has given way to a concern for solving socially significant problems. However, this change of direction does not necessarily mean that engineering education has departed from the 'bigger is better' fallacy (more buildings, more students, higher budgets, bigger research grants). Besides moving towards relevance, the cost-effectiveness of education has emerged as a goal, and this has two rather unfortunate consequences: administrators try to model colleges and universities after business, and endeavor to increase cost-effectiveness by demanding 'higher productivity' from faculty: larger classes, more classes taught, more and larger research grants, and so forth.

MEETING NEW CHALLENGES IN EDUCATION

Educational technologies -- by this I mean training systems and devices such as various forms of computer-aided instruction (CAI), and so forth -- are also being substituted for other forms of education more and more indiscriminately. Yet, older and tested methods exist which could make education more meaningful and more effective.

Probably the most widespread misconception relating to innovation in education is the introduction of substitutes for good books. Deterioration of the quality of textbooks may partially account for this. (Textbooks have become imitative; since publication is rewarded by increases in remuneration and by promotion, faculty members who do not carry on research write 'new' textbooks in their field of expertise.) The spread of video and audio cassettes allow taping of lectures so that they may become available to the student (or also to many students) at his (2) convenience. The tape library and screen thus replacing conventional libraries.

Re-writing textbooks and introducing audio-visual means of reproduction of presentations do not necessarily raise the quality of education. Also, exclusive use of a single textbook or audio-visual devices deprives students from learning library skills and from learning material presented from different approaches, both of which are much needed for obtaining new knowledge after graduation.

Attempts at using computers as educational devices are also misplaced efforts. Though computers are powerful devices, they are, at best, very limited means for training, because they can only interact with the learner in the way the programmer has coded them to behave. Recent development in coupling electronic and acoustic devices within computers promise to lead to capabilities for computers to simulate thinking, and, if this is successful, computers may become even more useful in education.

Self-paced instruction. Another innovation relates to the mode of delivery: instead of the lecture, homework, quiz, and examination sequence, self-paced instruction (SPI), or the personalized system of instruction (PSI) also known by other terms is being widely applied (3). In this method, the lecture is largely replaced by procultured recitation and the progress of the student is marked by passing examinations on small sets of learning.

SPI properly used, i.e. adapted to the needs and capabilities of the individual, represents an important step in the improvement of some aspects of education. Since each of us learns at a different pace (4), SPI helps many to acquire knowledge they would not have been able to obtain under a more regimented system of instruction. But SPI cannot be substituted for motivation. This has to come from other sources.

Although self-pacing allows for learning at a rate suitable for the individual, in many programmes the required progress each semester places heavy constraints on the student. Furthermore, motivated individuals will learn equally

well by either conventional or self paced instruction, and non-motivated students do not necessarily become motivated by a change in the mode of delivery.

Projects. If we trace innovation in under-graduate engineering education in the United States, we see that the first attempts were to introduce the student to engineering during the freshman year. This was done in order to try to motivate students to stay in engineering and was prompted by the high rate of attrition among engineering first-year students. The design problems posed to freshmen must be rather simple, and the approach of the students is, at best, naive. Seldom is the desired result--motivation--achieved by such an approach, and educators reached the conclusion that students have to learn basic material first (mathematics, chemistry, engineering sciences, and so forth), and then integrate such knowledge in design courses during their senior year. However, if course material is not applied when it is learned the student soon forgets it.

Industrial problems in design. The motivation which is important for learning may be achieved by solving real problems. Therefore, in some training programmes, the industrial sector is being solicited in order to bring problems from the design office to the attention of both teacher and learner. Unfortunately, in the teaching environment that is divorced from the context of the design office, such problems lack reality.

Client-centered problems. The next degree of approaching the reality of problems, and thereby providing motivation for learning, is to introduce the student into the situation where the problems occur, that is, to work with the client (be it city administration, hospital, police, industrial, or other clientele). This approach leads to a senior-year project, often off-campus.

Examples of recent innovation. Engineering is a problem-solving profession and, for engineers, problem-solving usually is identical with design. Design courses in the curriculum are placed mostly in the senior years, and predominantly in the fourth year. The idea is that the student learns the fundamentals in the first two to three years and applies these during the last one. The fundamentals seldom are related to the knowledge necessary for the design of real devices of systems (for instance, how can classical thermodynamics--in reality, thermostatics--be applied to solve highly time-dependent problems?) Furthermore, the fundamentals are often forgotten long before they are applied.

As already mentioned, in many programmes, reality is introduced into engineering design courses by inviting industrial organizations to bring problems from their design offices to the attention of the students. Originally such efforts were part of graduate work but, lately, as an inducement towards motivating students, problem-solving is being introduced as mixed graduate-undergraduate effort, or even as a purely undergraduate undertaking. Many schools use this

system, and a good discussion of representative schemes may be found in a recent publication on project-based education(5).

An improvement on the bringing of a specific technological problem into the design course is the introduction of upperclassmen to the client in the latter's environment (6). This is done either by having the student visit the people and places where the problems occur, or by placing the student altogether in the client's environment, external to the college. While this approach is certainly preferable to those previously described, and certainly more effective as a motivator for learning, it is a unique experience (a single project) and it comes late in the curriculum: preparation takes place in the junior year and execution in the senior year.

ARE THESE INNOVATIONS EFFECTIVE?

The problem with the innovations described is not that they are wrong, per se, but that they try to remedy situations without dealing with the causes. Cost-effectiveness should not be a goal without evaluation of how increasing the student-to-faculty ratio will affect the quality of education. Educational technologies (computer, tape, video tape, and so on) were originally developed as training aids. They remain so. Thus, they are useful where drill is necessary (for language skill, for example), but they are not suitable for broader educational purposes.

Self-paced instruction, though it may be effective for some students, does not achieve cost-effectiveness, nor does it help sufficiently to motivate all students. Problems out of real context, even though they are raised by industrial representatives, still remain alien to and do not motivate students sufficiently as learners. Introducing upperclassmen to the situation of the client, than the device of precise industrial problems, come somewhat late in the educational process.

The real problem with the listed modes of innovation is that the means are not matched with goals. As a matter of fact, educational goals are seldom well defined and are mostly reverent notions like good (or high) quality, or thorough knowledge of basic principles.

If the goals of a programme are well defined, methodology can be fitted easily to achieving those goals. The developed system will be cost-effective or otherwise, but cost-effectiveness should not merely be measured by student-to-faculty ratio but also by whether the student in the programme can achieve his set goals, and whether he is capable of adapting rapidly and flexibly to employment (or graduate study) situations. After all, the usual and often prolonged training period in industry is a costly process, even if the university is not bearing the costs.

Most of the educational innovations were introduced in the late 1960's or early in the 1970's, though the origins of some may be traced back to the 1950's. (The planning and development of the programme known as E3 were begun, for

example, as early as 1955). It is interesting to observe that educational technologies, if used at all, take secondary roles in many of the institutions known for the quality of their training.

That there is no one best way to approach education is significant. The methods used in a given programme have to suit the goals set by a particular institution. This is not sufficiently recognized in engineering education (and other professional curricula, as well).

A SUCCESSFUL INTERDISCIPLINARY PROGRAMME

Motivation for learning should be present throughout the learning years, and the Education and Experience in Engineering (E3) programme (7) has been developed with this in mind. The incoming freshman is placed in an engineering environment where he must learn how to recognize socially significant problems, how to plan solutions, how to acquire needed knowledge at basic and professional levels, how to carry out the project, and how to present his results to peers, superiors, and clients. By working with students more advanced than he is, the freshman is challenged at a level at which he can achieve. By being an important part of a small team, he learns to work with and evaluate the contributions of his team-mates. The scheme's stress on independent learning ensures that students have developed the attitudes and habits of true learners by the time of graduation. By working with faculty and more experienced students, the student can meaningfully assume the responsibility of his education and plan his studies according to personal needs. That the E3 programme is of high quality and a viable alternative to conventional curricula has been proved by the success of its graduates -- both in industrial and graduate school settings (8).

It is natural that I am biased towards the E3 programme. It is a unique curriculum which was developed by first analyzing the needs which conventional engineering curricula do not fill, or do not fill well.

The useful professional life of engineers, at least in the United States, is on the average fifteen years (9). Since education should prepare the student for a useful professional life lasting much longer than fifteen years, and since four years are far too few to learn all that is needed, one of the goals of E3 is to develop motivation and skills for continuous independent learning.

Engineers employed in industry usually are asked to solve purely technical problems which are subsets of a bigger problem. Thus, engineers seldom have knowledge of the whole problem that contribute to and have, consequently, little opportunity to be aware of the social implications of their work. Another goal of E3 is to develop awareness of the social contexts and social responsibilities connected with technical problem-solving. The E3 student should develop an appreciation and some working knowledge of the perspectives and methods of those disciplines within the framework of which important problems of society must be analyzed. Thus, an E3 student should become a professional interdisciplinary problem-solver.

LEARNING TO WORK IN GROUPS

In contrast to conventional curricula where students are told what, when, and how to learn to qualify as engineers, a fundamental tenet of E3 is that the individual is responsible for selecting and achieving personal educational goals. Therefore, a further aim of the programme is to develop the capacity for honest and realistic evaluation of personal goals and progress related to professional achievement. E3 students must learn to extend this type of evaluation to their associates as well.

Engineers in the United States are notoriously non-verbal and in the E3 programme great emphasis is placed on written and oral as well as graphic presentation of all work done. While in conventional curricula students compete with each other, in E3 students learn how to work in teams of engineering and non-engineering professionals.

The E3 programme is described in detail elsewhere (7). In brief, it suffices to repeat that the educational goals are achieved by placing the students in an engineering environment. The student learns how to recognize problems and where the problems originate, how to devise strategies for the solution of the problem, how to assess his knowledge and how to acquire the information needed so that he may fulfill his assumed task in the total solution, how to judge the validity of the proposed strategies, how to evaluate alternative solutions, and how to present the results obtained. This is shown by the success E3 graduates have achieved in both industry and in graduate schools in prestigious universities. In spite of its short history, E3 has received both national and international recognition.

I have tried to give a reasonably balanced picture of the new directions engineering education has taken in the United States. To sum up, it has developed towards stressing experience (the training is often called 'experiential').

SPECIAL ATTRIBUTES OF THE METHOD

In the E3 programme we have validated the original assumption that four years of experience are indeed effective. Thus our students benefit from the problem-solving experience from the time they enter college until graduation. They find that such experience allows not only for learning how to integrate and apply learned material, but also how to acquire new knowledge which is often badly needed for the solution of the problem at hand.

E3 helps the student at both ends, too, of his period of formal education. Through learning how to carry out projects in teams and, eventually, how to manage at least one project, he benefits both himself and his employer by fitting into the engineering situation practically without further delay (that is, on-the-job training). Having learned what his strengths and weaknesses are, he can choose employment more intelligently than the graduate from conventional curricula.

On the other hand, a student may enter the programme at any level of knowledge, since E3 is based on the principle that new knowledge and new experience can be built on existing preparation. Even in the United States where certain prerequisite knowledge is required for entering professional curricula, the preparedness of high school graduates is far from uniform. It is not so much the amount of knowledge acquired in high school that makes a successful E3 student, but rather the willingness and ability to assume the responsibility for his education. Overall E3 has proved to be a system which effectively leads the student from his own level of college entrance to becoming a highly qualified, professional engineer.

E3 IS SUITABLE TO OTHER APPLICATIONS

Besides the regular full-time activity, we have tried many variants of E3. Part-time study in E3 - while the student holds a full-time job-has been successful by often leading to graduation in a shorter time than would be possible in conventional curricula. This is so because students are granted credits earned instead of being limited to the credits for the courses for which they registered. Progress therefore depends on the ability and inclination of each part-time student and how much effort he is willing to invest each semester or quarter.

Another mode for E3 is what in the United States is called the 'co-op' method (elsewhere called the 'sandwich' concept of alternating university work with employment in industry). Several E3 students spend, successfully, one term in industry and the next in the programme.

Although not established as yet as such, E3 is eminently suitable as full-time and part-time graduate study. The problem-solving experience, too, instead of the often used 'limitative' case-study, is applicable to other professional curricula such as those of medicine, law, management, economics, and even the social sciences, both on the undergraduate and graduate levels.

An interesting outgrowth of trying to recruit students who would benefit from the E3 programme and would be successful in it is the now widely acclaimed Early Identification Program for minorities. Since most freshmen entering engineering curricula in the United States do not really know what engineering is all about, we decided to work with high school students during their junior year, introducing them to problem-solving. Groups of junior high school students (pupils aged 13-15 years) worked Saturdays on projects manageable in one day, under the guidance of E3 students and faculty. This effort became the "Introduction of Inner City High School Students to Engineering and Science" (10,11), a project carried out over eight subsequent Saturdays for eighty students.

APPROPRIATE TECHNOLOGY

Probably a significant extension of the E3 concept and method is their application to education to appropriate-scale technology (12). Whether highly industrialized or developing, national leadership recognizes more and more that 'bigger is better' - until recently a highly cherished concept in the United States - is not tenable on the finite spaceship, Earth. Recent appropriation by the United States Congress for the budget of the Agency for International Development (13) tied expenditures to promotion of appropriate-scale technology in developing countries. Although this is a rather recent trend in the United States, other Western countries have devoted much effort to developing technologies of appropriate scale for the Third World. Looking at the educational aspects of these efforts, however, one learns that those for whom the particular technologies are developed are taught skills pertinent only to the performance of specific tasks.

What should be done, instead, is to guide local inhabitants to recognize their problem and to use their knowledge and experience - as well as to acquire new knowledge - to solve the problem. Training of this type, rather than training for specific tasks, would allow local people to face new challenges with greater confidence. His effort could be established through local education centers throughout a developing country (just as centers for appropriate-scale technology are being established in the United States) and would aid in increasing local knowledge and competence. While the central universities and research institutes-patterned after Western models-serve the long-range needs of the Third World, the proposed local centers would serve to satisfy immediate needs and can slowly develop into institutions forming bridges between present and long-term needs.

In support of the proposed application of E3 type educational programmes in developing countries, I wish to review briefly the need for change in the Third World and this review will focus partly on previous and existing efforts by the United States.

NEED FOR CHANGE IN TECHNICAL EDUCATION IN DEVELOPING COUNTRIES

Aid from developed countries, particularly from the United States, is slowly changing in nature. Previous technological support was modelled on Western patterns, but the early 1970's brought the realization that technological aid should parallel local cultural change. Attention thus focused on the appropriateness of technology transfer instead of imitative patterns. There is, however, little change on the educational scene. Due to long accepted practices, educational institutes - while rapidly increasing in number - are patterned on Western models. While change has not taken place in higher education in recent years, some of the technical training has been modified. Kermit Gordon expressed the changing climate when he wrote:

> Congressional soul-searching and exhaustive studies in the executive branch have brought United States foreign assistance programs under closer scrutiny than ever before in their twenty-year history. During the early 1970's the aid programs administered by the United Nations and its agencies also have under gone reappraisal and change. A common theme of these reviews is the quest for better ways to harness technology to human, natural, and capital resources in low-income countries in order to stimulate economic progress (14).

Reassessment by the United States of development assistance from the 'why' and 'how much' to the more important question of 'how to make it work better' is one of the themes of Rutherford M. Poats (15). He declares that recent reappraisals of technical assistance reaffirm the need for a systematic effort to adapt technologies to local conditions and cultural values. He seems to be reassured that the 'technique-sharing' and 'problem solving' approaches to technical assistance are based on a better understanding of the requirements of development than has been the case in previous decades. In particular, Poats states that his study

> ...attempts to show where and how United States technical assistance has been and can be highly effective. It explores specific opportunities for action... Its focus is on promising new directions in technical assistance, using research, research-based experimental projects, and new networks of international professional cooperation to build problem-solving capacities in the developing countries (16).

Poats is convinced that future United States technical assistance should have innovative, research-based, collaborative, and selective approaches.

While technical assistance seems to be taking new directions in this decade, educational reform seems to be lagging. Poats describes the situation as follows:

> Education was in many respects development's biggest business and the source of its most widely sensed disappointments in the 1960's. Much was done, but when the decade was over the gap between hopes and realities was wide. It was obvious by the 1970's that more of the same would not do; more efficient and relevant education and new approaches to educational financing were required. It was less obvious how the developing countries and international assistance agencies could better work together in translating new ideas into low-cost operations(17).

IS CHANGE NECESSARILY IMPROVEMENT?

The growth of primary and secondary education was rapid but, in actual numbers of pupils, insignificant. Failure to achieve original goals to make education serve development was due to explosive population growth and lack of teachers and funds. This failure caused re-direction of educational efforts to vocational schooling. Here, too, failure is visible. There is a poor match between graduates of vocational schools and available jobs and, even though the staff and equipment of vocational schools are inadequate the cost of vocational training is three to five times as much per student as that of general secondary education. Attempts to overcome these shortcomings have led to greater expenditures by governments, but they have resulted in little improvement.

It seems obvious to ask whether assistance to the educational efforts of developing countries may reflect a wrong philosophy, just as was the case in technical assistance in the 1905's and 1950's. As Poats put it:

> The demand for new development strategies and fundamental change, heard in every sector, is particularly compelling in education. The budgetary crunch is forcing a rethinking of the automatic priority that education had held for two decades. Public policy makers and critics outside the education establishments are pressing for better educational means of closing the productivity gaps between the rich and the poor nations. Serious efforts to chart new directions in education thus seem likely in the 1970's (18).

Goal-setting for education is based on both political and economic considerations and will have to vary from country to country. Assistance in achieving stated goals must be tailored to such ends. Developing countries also need assistance in developing as well as in attaining their goals. But existing educational research relating to the setting of objectives is minimal and not well organized. Poats points out that demand for problem-solving research and planning can be created by..."requiring thorough identification of problems and alternative solutions in proposals for broad educational sector assistance." If the climate for problem-oriented research is to be improved, it should be made a major part of the training of educational administrators and teachers. Programs, normally under the jurisdiction of agencies other than the education ministry, should include an educational element (19).

Poats also proposes that innovative programmes are important for developing countries and these

> ...must be addressed to a country's truly critical problems, not just the generality of educational modernization. 'Innovation' must not

become either a slogan for dressing up old styles of technical assistance in new jargon or an excuse for financing transient fashions in educational theory. Nor should the requirements of a thorough analysis of the educational and development context be set aside in favor of piecemeal attacks on problems (20).

Much work is necessary in areas such as teacher education, exploiting new instructional technology, non-formal vocational and subprofessional training, as well as in re-oriented post-secondary education. The present status is expressed by Poats:

> The educational dilemmas of developing countries cry out for imaginative, low-cost solutions. Despite great efforts and impressive achievements, education at every level continues to fall short of meeting either social demand for equal opportunity or developmental demand for adequately prepared manpower. Traditional education systems have proved too wasteful of scarce resources for countries struggling on every front against poverty, population pressures, and time (21).

THE PERTINENCE OF EDUCATIONAL INVESTMENT

If Poats in his incisive study points to the need for rethinking and reorienting education assistance, lack of such effort is clearly shown in even more recent documents. A Proposal, written in response to Section 107 of the Foreign Assistance Act of 1961, as amended (22), refers to education as one of five programme areas. The goal of education and training under this act is '...to assist developing countries to develop educational innovations which increase the relevance of their educational investments for appropriate technology.' The document states, however, that

> ...there is evidence that curriculums in developing countries in fields such as engineering are oriented to Western standards, overly academic, or discipline oriented. Also, the formal education system reaches only a fraction of the populace giving rise to needs for grassroots training methods and programs (23).

More recently, B.H. Chatel declared that traditional means of education will not be sufficient to meet the need of development (24)' At the same time, D. L. Mordell has advocated 'blended education,' that is, periods of university or college and periods of real learning on the job (25). One of the conclusions of the participants of a world congress on education held in 1975 was that 'the present systems of education are (a) not well equipped to produce the special kind of engineering graduates that are required for development, and (b) so well

entrenched that they are not sufficiently responsive to necessary change (26).

If the work cited as reference (24) could be summed up from the educational point of view, one could say that it recommends an interdisciplinary approach to engineering education both in developed and developing countries and a re-orientation of goals in engineering education to make technologists play more important roles than before in decision-making.

Nicholas Jequier supports the general contention about education in developing countries:

> The ineffectiveness and high cost of Western-style educational systems in the developing countries is another illustration of the difficulty of transferring software (knowledge, know-how, experience, education and organizational forms) from one country to another. In fact, a number of developing countries have tried to meet some of the criticisms levelled against their educational systems by developing new types of hardware (something visible) and software which are much better suited to local conditions...(some African). Examples clearly suggest that appropriate software can be developed and, more important, help to build up the inventive and innovative capability which is necessary to development (27).

Jequier adds that disillusionment set in when the goal of bringing underdeveloped societies into the modern world was not achieved through the fast expansion of higher education (through increasing the number of universities and, consequently, the number of students) (28). He thinks that universities, particularly technical universities, have a role to play if programmes for 'appropriate technology' are to be developed (29). Jequier perceives the role of universities in development, however, as limited because (a) they are primarily centers of learning and (b) the task of educating the large number of students makes innovation impossible for the time being (30). A further block to the development of appropriate technology at universities is the reward and promotion system which at present parallels that in Western universities ('publish or perish') (31).

The general tenor of recent literature on the state of educational efforts in developing countries shows that a consensus exists to the effect that education must be thoroughly reoriented if it is genuinely to serve development.

FOOTNOTES

1. *University administration usually defines cost-effectiveness as reducing the gap between tuition and institutional outlay per student. Very few inquire about the value students receive for the high tuition they pay. (In the United States, many universities are private bodies).*

2. *'He' stands for both male and female students, since use of 'he or she' is awkward.*

3. *Engineering Education, Journal of the American Society of Engineering Education, carries many articles on self-paced instruction. The 'Collected Papers' of the Educational Research Methods Division of the Society, issued periodically, have much valuable information on the subject. See also L. Grayson and J. Biedenbach (eds.), Individualized Instruction in Engineering Education, Washington, D.C. ASEE, 1974.*

4. *B. Bloom, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, New York, N.Y., David McKay, 1956; cf. also B. Bloom et al., Handbook on Formative and Summative Evaluation of Student Learning, New York, N.Y., McGraw-Hill, 1971.*

5. *T. Toda (ed.), Proceedings: Management of Project Based Educational Programs, p. 8-15, 51-9, Chicago, E3 Program Center, 1976.*

6. *ibid., p. 5-7.*

7. *ibid., p. 16-24; cf. also T. Torda, 'The E3 Program Education and Experience in Engineering.' Proceedings: Conference on Innovation and Productivity in Higher Education, San Francisco, Calif., San Francisco Press, 1977; and T. Torda and R. Scharf, 'Education and Experience in Engineering (E#) Program,' in: Grayson and Biedenbach (eds.), op. cit., p. 95-102.*

8. *Most of the elements of E3 are known and have been tested. What is new is that new principles have been integrated into a successful programme. The 'project method,' for example, is attributed to W. Kilpatrick in his Foundation of Method (New York, N.Y., Macmillan Company, 1925). Basing education on projects throughout the four undergraduate years is effective not only in engineering education, it is possible, with impressive results, in the liberal arts; see ref. 5, p. 25-50.*

9. *T. Torda (ed.), Proceedings: Midwest Conference on Reducing Obsolescence of Engineering Skills, Chicago, Ill., Technology Center,*

1963.

10. 'Inner City' refers to the location of minority populations such as American Negroes, American Indians, Spanish-speaking inhabitants of the United States, and women (!). See T. Torda and R. Scharf, Introduction to Engineering for Innercity High School Students, New York, N.Y., American Society of Mechanical Engineers, 1974. (ASME paper 74-WA/TS-1)

11. Supported by the General Electric Foundation.

12. T. Torda, Education for Appropriate Scale Technology, New York, N.Y., ASME, 1976. (ASME paper 76-W/TS-8)

13. The Agency of International Development (AID) is the executive unit of the Federal Government concerned with foreign aid in the bilateral context.

14. As cited in R. Poats, Technology for Developing Nations, P. vii, Washington, D.C., Bookings Institution, 1972.

15. ibid., p. 2.

16. ibid., p. 4-5.

17. ibid., p. 196.

18. ibid., p. 207.

19. ibid., p. 215.

20. ibid., p. 216.

21. ibid., p. 232.

22. Committee on International Relations United States Congress. Proposal for a Program in Appropriate Technology (committee print), Washington, D.C., Government Printing Office, 1976.

23. ibid., p. 35.

24. In: J. English and W. Collins (eds.), Educating Engineers for World Development: Proceedings of a World Congress, June 10-12, 1975, p. 25-31, Washington, D.C., American Society for Engineering Education, 1975.

25. *ibid., p. 70-4.*

26. *ibid., p. 75.*

27. *N. Jequier (ed.), Appropriate Technology: Problems and Promises, p. 23, Paris, Organization for Economic Co-operation and Development (Development Centre), 1976.*

28. *ibid., p. 74.*

29. *ibid., p. 74-5.*

30. *ibid., p. 76.*

31. *ibid., p. 79.*

PROFESSIONAL DEVELOPMENT OF EDUCATORS OF ADULTS

Alexander N. Charters

Adult education can realize its total impact only through the dedicated efforts of able educators of adults. They are the leaders called upon to develop and to implement policy to meet the challenge not only for more education, but also for new alternative learning patterns for all adults. We are challenged to provide more appropriate learning opportunities for those now participating in adult education and to reach the great mass of people currently uneducated.

Further education will assuredly not solve all the problems of educators of adults, but it will help just as it has in other areas, such as law and health related fields. It is a case of applying what is known about the education of adults to the area of adult education itself. Educators of adults are a part of their own clientele and should view their own learning in the context of lifelong learning.

Educators frequently engage in controversy about adult education - its role as an area of education, a field of study, a discipline, or a profession. Since there is some theory and practice, as well as a considerable number of persons identified with the education of adults, it may be accepted that there is at least a field of study widely recognized as adult education.

The persons who are engaged in the adult education enterprise are the educators of adults. It is noted however that they are not always identified as educators of adults. Nevertheless they all have the same roles and responsibilities. Most of them recognize the need for their own further development, often referred to as in-plant, on-the-job, in-service, staff development, training professional development, or continuing education. This statement uses the phrase "professional development." The term does not necessarily imply that adult education is a profession, but it does assume that educators of adults possess varying degrees of common characteristics related to a profession. Fundamental to this statement is the recognition that in adult education there is some theory, perhaps not yet systemized. There is an area of practice identified. A commitment to the education of adults exists; a desire to profess the cause of adult education is evident. There is a sense of mission, public service, or ethics involved. Educators of adults identify personally and vocationally with each other as colleagues and they participate in organizations and associations established to promote the cause of adult education. It is also recognized that there are times when the personal and professional competencies and characteristics of an educator of adults are inseparable. This statement, however, is intended to provide an overview of many of the issues and aspects of the professional development of educators of adults. It may provide a basis for in-depth consideration of specific items.

Who Are the Educators of Adults?

Educators of adults may be grouped or typed as follows:

Teachers - instructors - facilitators
Trainers - trainers of trainers
Professors
Program Administrator and other administrators - directors - deans
Research workers
Support personnel - counselors - librarians - business officers - promoters - media experts - evaluators - communicators - planners - technicians
Supervisors
Sponsors - executive directors - presidents - individuals
Board members
Legislators
Policy makers

The range of the educators of adults is comprehensive and includes all those persons who are involved at some level in the decision-making process concerning policy and/or practice of adult education. It includes those persons who may be at an advanced policy level through a continuum of those persons working on specific aspects. The educators may be paid for their services or they may be volunteers, but this factor is not relative to either the quality or level of performance. They may be operating at the state, local, national, or international level, or perhaps at more than one level of an adult education agency. They may be involved in a given agency for a long period of time, or for just a year or two. In many cases, the rate of turnover in the field is substantial, which may indicate little commitment of the educators or that their preparation was insufficient, or both. The broad spectrum of educators also indicates that their involvement in adult education may be career-oriented or task-oriented, and their expectations of professional development will be different. Accordingly a professional development program must be multi-faceted and should be considered not as one program for all, but as many alternative programs. As with all learning, professional development is basically an individual enterprise.

The Status of Professional Development in Adult Education

Some of the characteristics and competencies necessary for, or most likely to indicate, successful performance in the specific role assumed by educators of adults may appropriately be obtained before entry into the field. With the possible exception of colleges and universities there is little evidence to indicate that the study of adult education is required or even suggested by employers or other persons for entry into the adult education job market. Likewise few references to adult education are found in job descriptions, contracts or letters of

appointment, advertisements, and other public statements. It is evident from the literature and observation that very few agencies or organizations have any public policy about continuing professional development of their employees.

It follows that adult education is not required, nor even designated, as desirable for continuing employment after entry into the field. These observations do not mean that completion of a formal curriculum program should be required for employment in adult education agencies. The agencies themselves, however, are often not aware of a recognized field of adult education that might be studied to complement specific practice. This study may or may not lead to degrees or other types of recognition. One may well wonder how many educators of adults make reference to evidence of their own continuing education as part of an annual report or application for a new position.

The present status of professional development for educators of adults may be more advanced than this statement implies. There is of course considerable activity by individual educators of adults but it is often in an informal spasmodic way without much planning. It is encouraging to note that the Coalition of Adult Education Organizations and other national organizations have appointed committees to study and take action in the field of professional development. Other organizations and associations are likewise giving increasing attention to this area. Many adult education agencies also have professional development programs of varying intensity. It is evident that most educators of adults are not involved in their continuing professional development. As with all learning, the initiative must come from the learner, in this case the educator of adults.

Stages in Professional development of Educators of Adults

The needs for continuing professional education of educators of adults may be viewed in four stages. First is a concern for the education of those persons preparing to enter the field of adult education. These persons usually have clear, though not always well-defined goals and proceed to prepare themselves in colleges and universities, and other ways for a career in adult education. Second is a concern for the education of those persons who enter the field without specific preparation to function effectively in their present job or role in adult education. These persons require orientation to the field of adult education and to the particular agency and role to which they have been assigned. Third, all educators of adults require continuing education in order to work effectively to achieve the designated objectives now before them, as well as to prepare for new and changing positions and responsibilities either within the agency or elsewhere in the field of adult education. Fourth, the educators of adults, and particularly the career-oriented people, should be preparing for professionally related roles for all professional retirement and for their own continuing education after retirement. The various items discussed in this statement are generally applicable to each of the four states. Priority should be given to the third state, i.e., the continuing education because of the sheer numbers of people to be reached and

because it is the stage that can have the most immediate and greatest impact on the field.

Background and Experiences of the Educators of Adults

The breadth of the spectrum of clientele also indicates that the assessment of need must be broadly based. As each of the topics in this statement is discussed, it should be related to the particular type and stage of educators of adults.

Educators of adults enter the field with varying backgrounds and experiences. One of the experiences may be directly related to the field and others may be transferable to their new roles in adult education. This diverse range in people should be regarded as a rich resource for adult education when it is effectively utilized. In all cases, it requires building on the past and projecting into the future.

The educators of adults have varying degrees of competency and in different areas. For example, some persons may have developed a beginning knowledge of counseling, but may have developed advanced skills in budgeting, or vice versa. Individuals may be new to the field of adult education but not to particular functions. It may be useful in their professional development programs to consider individuals in terms of their specific competencies rather than to group them in such general categories as new entries into the field or old-timers. All need to continue their learning.

Purposes of Professional Development Programs

Based on the assumption that all educators of adults should continue their learning in terms of professional development, some identifiable tasks to be considered in a professional development program as related to the four stages are:

1. Assisting educators of adults to develop further the appropriate competencies and characteristics.

2. Developing further all educators of adults in order to relate theory to practice.

3. Developing all educators of adults as self-directed persons and as decision-makers.

4. Continuing to satisfy the thirst of educators of adults for innovations and developments in theory, research and practice.

The purposes or objectives of a professional development program are

usually stated in terms of the individuals, the employer, the sponsor, professional associations or other individuals or organization that may be involved. Essentially, however, the basic person to be considered is the learner - the educator of adults. Objectives of these persons have been stated generally, but should be defined more specifically and related to the clientele to be served. The most effective way to accomplish the goals is to develop both a short-term and a long-term plan for professional development. The design or plan should be precise, yet flexible enough to accommodate change resulting from new trends in the field of adult education and/or from changes in the objectives and situations of the educators themselves. The individual educators of adults may require some guidance in developing and stating a professional development program, even a self-directed one.

Some Prescriptions for Professional Development

Some basic considerations in professional development are: a professional development program should be viewed as part of the total life style of the individual and thus linked with personal aspects that need to be interwoven into a self-actualizing attitude: the program should be self-directed, although it is realized that there are strong other-directed pressures which may help or inhibit the individual; the program should reside in the control of the learner and thereby facilitate control over his own life and destiny. In addition, it is sometimes useful to have a mentor, a colleague or a peer with whom one can explore the activities and implications of a professional development program.

Moreover, a professional development program should permit the learner to choose from a variety of alternatives in order to achieve the objectives; it should have an element of continuity and sequence, and thus use the resources of previous experiences; it should be continuous over the years of involvement in the field; it should recognize priorities which vary according to stages in the life span; it should be designed in such a manner that it may be evaluated by the learner and others in terms of acceptable standards. These standards should also be made known to the persons who may be concerned.

Role of an Agency or Sponsor

While the focus of the professional development program is the educator of adults, it may be enhanced or facilitated by assistance of the adult education agency or sponsor with whom the individual holds an appointment or has an association. Goals of these agencies do go beyond that of having self-fulfilled employees or volunteers, e.g., to make money or furnish a service. It is usually to the advantage of an agency to offer a professional development program in order that the purpose of the agency may be realized. Professional development programs are provided by diverse organizations such as government, foundations, and proprietary institutions. It is of course an optimal situation when the

opportunities for professional development offered by an agency or other sponsor coincide with the individualized professional development programs of the educators of adults.

It is useful for the organizer, planner or initiator - whether sponsor or individual - to state the policy and procedures of a professional development program in writing, thus enabling the program to be viewed in clear and precise terms. It also indicates a commitment to the idea as incorporated in the statement of policy. The policy should be complemented by procedures for implementation so that people have access to the learning opportunities as enumerated. It follows then that professional development should be part of the personnel policies and procedures of an agency.

A common form of professional development program for educators of adults is that of upgrading through degree programs. Although individual cases involved may be significant, they add up to a small section of the clientele to be served. Indeed in many ways this emphasis on degree programs is inconsistent with the mainstream idea of continuing professional education which is generally not degree oriented.

The Needs and Nature of Professional Development Programs

An initial task in a professional development program, which is individually or organizationally oriented, is an assessment of needs. It is the basis of the objectives and the resulting pattern of activities and evaluation.

The processes and procedures for identifying and assessing needs of educators of adults do not differ basically from those used in other fields. A detailed list of such procedures will not be stated here, but a few general suggestions may be in order:

> The first is that the clientele, i.e, the educators of adults, who are going to participate, should be involved in the planning and other aspects of the professional development program. As in other areas, there may be a tendency for the director or other authority figure to make the decisions. However, the director himself is often an educator of adults, and in a sense both organizer and client.
>
> Second, because the tasks and roles of educators of adults are constantly changing, it is necessary to continually reassess needs to identify new competencies, to modify others and to discard still others.
>
> Third, there is a continuing movement of clientele in and out of the field. It may add vitality to the field and it also heightens the need for professional development. Some persons enter the

profession with regular short or long term continuing appointment, while others may be designated for a given term or may transfer out of the field. Accordingly, there are new entries being appointed who are continuously available as additions to the on-going clientele, all of who require professional development programs.

Fourth, the range of clientele from part-time, volunteer, and minimally qualified board members to full-time, paid, career, and qualified specialists implies a comprehensive range of competencies and characteristics to be considered in a professional development program.

Fifth, the dynamic quality of adult education is reflected in increasing numbers of participants, in objectives, and in numbers of agencies involved. This often encourages flexibility, creativity and innovation, often with a sense of mission to develop alternative learning opportunities for adults.

Sixth, while the number of job descriptions for positions for educators of adults is limited, these descriptions suggest areas for professional development programs. Partly as a result of affirmative action and equal opportunity specifications, a broadened system of position-classifications has become necessary. Job descriptions usually indicate the qualifications required for entry into a position and the basic requirements for continuing effectiveness in it. As part of a career ladder plan, a schedule of job descriptions will indicate the characteristics and competencies required for higher and/or better positions in an agency.

Seventh, because the field is somewhat volatile a considerable flexibility is present. These factors could lead to instability and thus attention must be given to the identification of competencies and characteristics that give some stability to the professional development program.

The literature concerning the needs related to characteristics and competencies of educators of adults may be examined, with these reminders as a guide. Input may also be obtained from theory, practice, and experience. Needs may also be identified from various projects related to the many types of educators of adults and their particular stages in the professional development process These may be designated or grouped in many ways such as: tasks, problems, competencies: general or liberal, professional, job related, knowledge base, skills and abilities and other types of behavior and attitudes.

Some characteristics and competencies necessary and/or desirable may be common for all educators of adults. Other competencies and characteristics are related to particular roles, tasks or stages. For example, in addition to characteristics and competencies of an educator of adults an individual may require the specific ones related to one or more of the vocations, professions or fields. The educator may also require special characteristics and competencies within the field of adult education such as counseling or public relations. The nature and extent of each of them will vary for each individual and for the role each assumes in the field.

The identified needs should then be assessed and priorities established with appropriate involvement of the many persons concerned with the decision making. The selected needs are then transformed or translated into objectives for the agency, sponsor, and individual.

Patterns of Professional Development Programs

Some professional development programs may be oriented to a career ladder or to the field of adult education in general. While the career ladder in adult education is not always clear, individuals frequently are able, through observation and discussion, to identify patterns that are to some extent promising guides for planning. An informal network may act as a minimum system orphan. The patterns may be identifiable from a first place in the field, through the whole span of the career, including its final phases, and during retirement.

For educators of adults to be involved in professional development they must identify with one of the objectives selected for realizing their particular career needs.

Before participating, learning opportunities must be identified and assessed in relation to the selected objectives. Next, it must be determined if the opportunities are accessible in terms of such factors as time, location, and cost. At present, information concerning professional development programs is not readily available and the dissemination process is random, even haphazard. Additional programs and activities may be required to ensure further access to learning opportunities. It should be recognized that an important factor in achieving objectives is the ability of educators of adults to use and benefit from the resources and learning opportunities available to them.

Professional development programs may be viewed in one or more patterns:

a. There are the traditional certificate and/or diploma programs in adult education at colleges and universities and the research activities in adult education, primarily at universities. Many persons who enter the field of adult education have received training in a closely related and sometimes not particularly related field. Many graduate

programs in adult education have been instituted, particularly during the past three decades. These programs have assisted in preparing a substantial number of educators of adults for entry into the field. In some cases, people who have entered and have been practicing may enroll in the graduate programs for further part-time or full-time study. Graduate degrees are important as a recognition of achievement, but they also provide a basis in terms of qualifications and status with professionals, a basis for comparison in other fields.

b. Closely linked to the graduate programs is research in adult education, conducted primarily by professors and graduate students to whom research is an important factor in their own professional development. Significant research for adult education has also been conducted in related fields such as psychology, psychiatry, anthropology, and sociology. The effective utilization of research for professional development - except for the researchers themselves - requires more effective bridging between researchers and educators of adults.

c. In addition to graduate programs and research in colleges and universities, a number of programs and activities are available for professional development. The only pre-requisite should be an informal one to ensure benefit for the time and effort of the participant.

Types of Programs, Activities and Resources

1. Conferences, seminars and workshops - sponsored by adult education associations and organizations or adult education - related associations. Scope may be local, state, regional, national or inter-national.

2. Internships in a similar or related agency.

3. Staff exchanges between two agencies. The exchange periods may or may not be at the same time, and may or may not be of persons in the same position.

4. Visitations The visit may be in the form of a guest lecture, or on a one-to-one basis. Visits may be made to programs and seminars at other agencies. These may involve both profit and non-profit agencies.

5. Leaves of absence Leaves may be granted for specific projects or for

general reasons; a short version of a leave is to give time off on a regular basis to participate in a program.

6. Resource Centers Centers may be in the form of a staff library or documentation center for print and/or non-print materials. In some cases, materials may be acquired and distributed to staff members. Resources are varied and include human and physical types.

7. Information systems ERIC clearinghouses, abstracting services and other systems are available in readily accessible places.

8. Retreats Two or three-day meetings away from the job provide an opportunity to discuss common concerns and develop morale.

9. Orientation for new appointees Orientation of new appointees either by individual or group programs is a beginning step in professional development by a given agency.

10. Media The opportunities for professional development by use of new media are expanding. It is now practical to have devices such as a cassette player in the car or office; radio and TV sets in the office, home and motel rooms; telephone conference calls; portable microfiche readers; and programmed modules and units.

11. Leadership roles Professional development can be enhanced by fulfilling roles on committees, task forces, commissions, associations, and other bodies. Speeches, other presentations, and reports require effort that may be reflected in professional development.

12. Publications Professional development may be achieved through research for and the writing of a statement for publication. These publications may result from specific seminars, meetings, or other group activities.

13. Peer review Frequently this method is used for evaluation purposes, but it can be very effective in assisting people at all stages of their careers.

14. Counseling Counseling assistance and advice may be provided by the supervisors, designated counselors for personnel, or by other persons who may simply be interested or available. Some proprietary agencies offer such services for a fee. This type of activity may be available for a specific program or for a total career.

15. Accrediting organizations While accrediting organizations have clearly defined evaluation functions, they may also be useful to assist the

educators of adults in professional development. For example the experience in the preparation of the institutional self study documents may assist the individual to recognize some inner professional development goals.

16. Testing and profile assessment Various methods and services may be sought to evaluate status, aptitudes, interests, and other factors related to Educators of Adults. Assessment may be made by the individual or by other persons or groups. It may also be analyzed and reported by the individual and/or other persons, employees, or sponsors.

Financing Professional Development

In the United States there is no one pattern for financing adult education, and it follows that there is no pattern for financing professional development for educators of adults. Neither are generally accepted guidelines, principles, legislation, or policies available for building a professional development program. There is some feeling that those who benefit should pay. Since society, the employer, the agency, the educators of adults, and other persons and institutions all benefit, the benefit-received criterion is not a firm basis for planning, even if it were accepted. As a result, a matrix of patterns of financing emerges. Some funds may be made available for general purposes and some may be for specific purposes such as payment of registration, conference, seminar, workshop, and other instructional costs, lodging and meals and transportation to and from professional development resources. Many of the funding sources are similar to those available for professional development in other fields and programs. They include:

1. Remitted fees or a reimbursement plan.

2. Leave of absence with or without salary for a period of time. It may also be with or without benefits.

3. Time off during regular working time. It may be for a full day, or several days, or for part of a day for a set period of time.

4. Educational benefits such as fringe benefits, union contract benefits, or payment by arrangement of the sponsor.

5. Grants-in-aid. Funds may be provided by a wide range of agencies.

6. Loans. An individual may borrow money from a bank or other source or in some cases have the loan guaranteed by the

government.

7. Fellowships and scholarships. Some scholarships and fellowships are available, but are usually for persons studying on a full-time basis, even if for a short period of time.

8. On-the-job-training. A wide range of opportunities can often be designed for specific purposes.

9. Foundation grants. Foundations and other non-profit organizations offer a wide array of opportunities often designed for specific purposes.

10. Government funding. The scope in types of funding is considerable and may be direct to an individual or to an agency.

11. Agencies and sponsors. Some agencies provide programs for spouses and dependents as well as for educators of adults.

12. Corporation tax benefits. There are some ways for businesses to deduct for educational programs before paying taxes.

13. Income tax. Some allowances are made for expenses for educational purposes for both volunteers and appointees.

14. Allowances. Some funds may be available to educators of adults for day care; for clerical, secretarial, and technical assistance; for printing and publication; and for books and materials.

15. Membership dues. Some agencies pay membership dues or fees to professional organizations and may pay individual dues of an organization for an employee.

16. Entitlement. Various entitlement plans such as the GI Bill and Veteran's Assistance have been available and others are being proposed.

A number of questions concerning policies and practices should be considered by the individual in the financing of professional development programs:

1. Must the program be job related?

2. Are there limits on the amounts of funds provided, e.g., fixed

amounts, matching, or fraction?

3. Must the program result in college credit, degrees, CEU's, or other type of recognition before the funds will be paid?

4. Are the funds given in advance or reimbursed after completion of part or all the program?

5. Are the funds provided to volunteers as well as to paid appointees?

Recognition and Rewards

Perhaps individuals should be expected to pursue professional development activities out of altruism. Realistically however educators of adults like most other people seek recognition and rewards. In order to achieve them, evidence of professional development by the individual is often required.

Many types of recognition and rewards are given for participation in professional development programs. While recognition is desirable and may even be necessary as a product of professional development programs, it may also in itself be a motivating factor. Awards may be very simple or they may be substantial. Some forms include: certificates, credits, bachelor's, master's, and doctoral degrees; Continuing Education Units; recognition dinners and/or events; and status in the community and among peers. They may also take the form of career development upgrading, licensure, promotion, tenure, seniority, or salary increases. In a sense, some types of professional development recognition serve as a currency in the field. Recognition is also provided by honors, awards or special designations by professional organizations as well as by other agencies and groups. Personal rewards are often altruistic and result from incentives such as a sense of mission or a desire for excellence. There is also personal reward for those individuals who learn for the sake of learning, or those who realize a self-actualizing goal, or those who enjoy the stimulus of a challenge.

One should also be aware that there may be punishments for failure to participate in professional development through withholding of promotion, relicensure, or salary increases.

Furthermore, the issue of compulsory participation in, or mandatory attendance in professional development programs warrants thoughtful consideration. It poses in arbitrary terms the questions of what is to be the curriculum, the standards, the quality and extent of the continuing professional development program as well as the basic question of who will make the decisions.

The rewards issue often has limitations in that the type of evidence of professional development necessary to receive one reward may not be in keeping with the desired accomplishment of the individual. Individuals or organizations involved in professional development programs should be critically and

realistically aware of the implications of rewards. They should be built into the professional development programs.

Evaluation

The evaluation of a professional development program for educators of adults follows the same elements or principles as for any other adult education programs. Standards of performance must be clearly and precisely stated. These standards indicate expectation, assess achievement, and enhance morale. The standard of performance to be achieved may be set by the individual, by the agency, by the government or by the professional organization as well as by joint action. These standards may be directly related to a sense of personal satisfaction, as well as to other factors such as admission to membership, promotion, accreditation, tenure, continuing employment, and licensure.

Evaluation should be based on the objectives; it should involve and be a responsibility of the learner; it should be designed to promote growth and development; it should be regular and continuous; it should be according to selected criteria for evaluation; and it should be shared or reported to agencies and individuals as appropriate.

Evaluation may be considered in terms of productivity which may be expressed in many ways. The professional development program may be assessed through the extent of indirect projects such as teaching, research, publication, and income accruing to the institution, or it may be assessed through the quality of all of these and other products.

The difficult task is to relate the objectives to the nature of acceptable products and to both the quality and quantity of the product.

Conclusion or Summary

As indicated at the beginning of this statement, the purpose has been to provide an overview of the professional development of educators of adults. The topics and issues have been introduced and may provide a basis for in-depth consideration. In this way, the educators of adults may become more professionally developed and thus enhance the field of adult education. There is a general need to convince educators of adults, sponsors, employers, government, and others that a commitment to the implementation of professional development plans truly express an investment in adult education.

A PROFILE OF AN INNOVATIVE EDUCATIONAL INSTITUTION OF HIGHER LEARNING IN PUERTO RICO

by Stephen Sipho Mncube, Ph.D.

This study provides a profile of the International Institute of the Americas of World University System (IIA) in Puerto Rico. It examines an educational outlook that is unequivocal in its attempt to bring back a medieval concept of an institution based on a community of learners. Because learning is considered fundamental to all of IIA's activities, staff members who join the institution must be in agreement with efforts to establish a common philosophy for the institution as a whole without fear of being labelled by the credentialing agencies as being too dogmatic for an academic institute.

The profile takes into account the philosophical notion of the institution in terms of its relevance to education and learning in general. But more important in the study is an introspective look at the staff members who account for the uniqueness of this institution. Through participant observation, the researcher has attempted to capture some of their feelings and sentiments in their perceptions of themselves and the institution they serve.

Suffice it to say, this study does not utilize all the intricate devices of anatomizing the body from soul in order to reach the true essence of the staff personality traits. Nor does it utilize any testing instruments so profound as to claim to measure individual interest in work situations or the like. It also does not utilize multi-variable statistical analysis in quantifying human perceptions to a finite trait. The study assumes that a researcher interested in knowing about an institution in a more concrete way must be an integral part of the institution he studies for a certain length of time. This provides an internal validity which can be weighed against external validity conducted by other researchers with equal interest.

Education That Strives for Relevance

As the world's social needs and problems persist and increase, educational institutions must focus on seeking the best possible solution to these existing situations in order that they remain relevant and viable in operations. This applies to the International Institute of the Americas of World University (IIA).

The initial formation of the IIA was brought about when Ronald C. Bauer, a known advocate of life-long learning and education for the disadvantaged on a world-wide basis, decided to form an institution of his own in 1965. The IIA, in its brief spell of service as a "foundation of knowledge" to over 4,000 students,

mostly classified as "disadvantaged," generated much speculation from a plethora of academicians and concerned citizens, especially in the United States of America and Puerto Rico, where IIA received its accreditation from the Council on Higher Education and the Middle State Association.

Periodically, academicians and accrediting bodies comment that some IIA innovations in curriculum and administration go beyond the provincial and parochial boundaries that have been established. Because of this, critics often say that some of the theories are so far ahead of available data that they become almost pointless, or that the theories we are attempting to implant are not amenable to testing. Below are some of the innovative theories or concepts operationalized at IIA on a daily basis that have contributed to the current stigma:

1. No lines demarcate faculty from administrators.

2. No employed janitors clean the premises.

3. No racial distinctions are observed (on the basis of color or creed).

4. All decisions must have an educational bearing.

5. The institution has fashioned a philosophy which permeates all of its activities.

6. It is perhaps the one and only institution capable of minimizing space and maximizing its usage to hold over 2,000 students in a 3 story building.

There are other aspects that contribute to the uniqueness of the institution. There is a concern for the synergistic approach to the decision-making process, similar to that of a tribal king and his headmen deciding on an issue. Other aspects include management that accommodates dialogue fashioned in the school of rhetorical argument reminiscent of Plato's dialogue with his sophists.

Equally important is strong a respect for elders in the institution. Elders have the wisdom and experience that young minds often lack regarding the process of synthesis of knowledge so essential to a budding intellectual. All this has contributed in making this institution a community of learners.

Learning as Fundamental to All Activities

Learning is regarded as a fulcrum on which all IIA activities turn. But IIA, like other institutions of higher learning, lacks the fixed perception of "correct dosage" necessary for optimum learning to take place. Much operational research is underway to ascertain how human learning occurs.

So far IIA has adopted life-long learning as a desired conceptual framework. The paradigms for such learning are bound to be as "multitudinous

as the autumn leaves," especially at this institution, where over seventy percent (70%) of the students are adults. The paradigms on learning adopted by IIA often show a striking correlation with the works of Gale E. Jensen, Theodore Brumeld, Cyril O. Houle, Malcolm S. Knowles, Alexander N. Charters and A.M. Whitehead, to mention a few. Why? Because these luminaries have for the great portion of their lives examined how adults learn.

Gale E. Jensen refers to two types of learning in adults:

> In the first general type of educational situation, newly acquired behaviors are unforeseen and haphazardly developed by products. The kind of learning which emerges is largely a matter of change. The acquisition of new behavior may leave the adult better able to take part effectively in life's affairs, or the new behaviors may reduce his effectiveness and in some cases may even cripple him so far as his ability to maintain his position as an adult citizen is concerned. Under the second general type of educational situation, goals pertaining to the new behaviors to be learnt are set forth. The socio-psychological phenomena which are involved in attaining these goals are then controlled and manipulated in ways which promote the greatest amount of certainty and efficiency for goal attainment.[2]

Theodore Brumeld's work, cited by J. Roby Kidd in his work on how adults learn, is significant at IIA because of its assertion that learning take place:

... through direct evidence on one's own experience as well as indirect experience of others.

... through free process of communication, nonverbal as well as verbal, in the classroom and the community.

... through action.

... through reaching open majority agreement making allowance for minority disagreement.

... through group dynamics.[3]

Theodore Brumeld adds a dimension to the insights on learning. But as more knowledge on this subject comes to light, his assertions may become passe.

Cyril O. Houle, one of the outstanding philosophers in the field of adult education, in his work, "The Inquiring Mind," acknowledges the importance of learning activities when he states that:

> If we are ever to understand the total phenomenon of continuing education, we must begin by understanding the nature, the beliefs, and the actions of those who take part to the highest degree in learning.[4]

He goes on to cite Plato's dialogues and the contemporary descriptions of the lyceum and other schools as a way of testifying to the passion for life-long learning. This indicates that Cyril O. Houle is conscious of the impact of "dialogue" as perhaps the key to learning.

Malcolm S. Knowles has, to some degree, probed into the concept of learning when he deals with what an educator does. He states several activities which include:

> ...helping the learners diagnose their needs for particular learning within the scope of the given situation (the diagnostic function).[5]

Alexander N. Charters also delves into learning when he says "the task of continuing education is to motivate those adults who are learning to begin to learn and to assist those persons who are learning to continue to learn."[6]

Equally important is the work of A.M. Whitehead, cited by Robert J. Blakely, which has significance for IIA's attitude toward learning, he says:

> The word "incorporation" might emphasize the way in which something learned is built into one's self. And "application" points to the involvement of learning in the life of action with our fellows... But I choose the word "creation" because man is a maker, and the making of his better self, through learning, is the end of that activity which I am... examining.[1]

The works of the individuals cited are constantly analyzed at IIA, because they offer a broad scope within which learning can be construed. Besides the question of semantics, the cited authors do not differ radically with Ronald C. Bauer, the founder of IIA, when he says the key to learning means:

> That all individuals have the capacity for continuous and increasingly effective learning.
>
> That all individuals must become independent, self-motivated learners and teachers.
>
> That individuals vary in the ways they learn, the amount, rate and rhythm with which they learn and the circumstance under which they learn.[2]

Despite the ambiguity about what learning essentially is, IIA is often referred to by the founder as a place for a community of learners, that will continue to put learning, unabated, at the heart and forefront of its struggle to cultivate human excellence in the clients it serves.

Staff Recruitment

In comparison to other institutions, IIA balances its equation well by recruiting its staff member from the academic world, from industrial and civic life, from religious precincts and from its own alumni. This kind of mixture of personnel is the root and basis for the inspirational dialogues that take place in determining the proper educational perspective for this institution.

Those who come from the academic world often experience a state of shock before they finally acknowledge that university training is not the only legitimate ingredient for determining the kind of education that best meets world needs. This is especially so in these days where a delirium of human instability

in literally all walks of life exists. It considers the university training to be, in reality, a fraction of knowledge. The totality of knowledge is hidden beyond the points we call formal education. Due to ignorance, we take this small portion of knowledge before us to be the whole. But it is not so.

Those who join the institute with a strong academic background learn that at an institution such as this, more emphasis is put on stretching one's ingenuity beyond one area or discipline without fear of breaking the sacred laws of provincialism and parochialism so pronounced in the traditional academic world. The whole educational design at IIA leans towards interdisciplinary approaches to education.

Staff members from industrial and civic life undergo a period of sensitivity training aimed at easing their transition from the regimented world of rules and regulations to the academic world of uncertainties. With a former world dictated by supervisors and a bureaucracy of hierarchical order for status, they find the change rather drastic. Trust, faith and confidence become modes for good management of IIA. The hierarchical order is insignificant. Equally important, these staff members learn the "fun and games" that an institution of higher learning entails in teaching, managing, and serving. IIA provides this unique opportunity in a way that no other institution can.

Staff members recruited from religious precincts must become aware of the fact that preaching from the pulpit is not exactly the same as lecturing in a classroom situation. They soon learn to discard their sermonizing, prorational style or reiterating strong convictions as the only gospel truth to reality, for in this institution everything is considered to have mere attributes to the premise of its true essence. Therefore, one is taught to respect others' point of view. This runs contrary to religious scenario where the minister or priest symbolizes the good shepherd, through him the gates of hell cannot prevail.

The alumnae staff of IIA also undergo a radical change before becoming a catalytic agent for change. First, the notion of having been a student and now being suddenly transformed to a staff position is often felt to be too good to be true. Hence, sometimes it is hard for one to define the new identity and its implications. The lack of confidence is often self-evident for some time; this is also the case for new academicians. The desire to excel sometimes puts one in unnecessary competition that often has no relevance in the academic world. But the strong preparation, orientation and philosophy that are received at IIA often strengthens alumnae staff members. They quickly overcome the hurdles and uncertainties common to novices in education and become an integral part of an IIA staff with a deep concern for the promulgation of its philosophy. Hence, it is not unusual to hear in a staff sensitivity training session an alumnus reiterate this philosophy.

This brief discussion of the staff at IIA is bound to leave one with the question: Is this a synergistic, melting pot of heterogeneous character? It is. Why? Because IIA recruits people whose character, like the institution's, is open to change. Also, it recruits people who show commitment to peace and an

ingredient of love for all mankind. The institution is founded upon such principles as Albert Schweitzer's reverence for life, Mahatma Ghandi's concept of civil disobedience through satyagraha, and Martin Luther King's dream of world peace.

The following sample is intended to provide one with a cross-sectional view of the staff members' personal philosophical outlooks, enabling one to grasp how staff members at IIA can work in informal conditions, sharing desks, telephones, typewriters, paper clips, etc.

One staff member, often thought to epitomize the institution said: "I joined in the foundation of IIA to help build an institution of higher learning that would instill in its students via different subject matters and their interrelation to striving for a world of understanding..." Thus, we hope to assist, if in the most modest way, present and future generations to appreciate the past, get hold of the present, and prepare for the future as humane agents of change.

Another exemplary staff member, also a product of the institution, had this to say: "As a graduate of the institution, I try to live up to the standards of its philosophy. My association with the institution goes beyond a mere work commitment; it is also a moral commitment. Because of my strong commitment to the institution, I take IIA with me wherever I go."

This statement comes from a staff member recruited from another institution of higher learning: "The individual must have sole grasp of the different philosophies of the world. Only then can he truly know himself within the world community and, with the shrinking of the world continuing ever more, this becomes imperative."

This statement is by a staff member who had worked in industry for a long time before switching to education: "My philosophy has always been people-oriented, but the industrial world almost turned me into a machine. As soon as I heard of IIA and its focus to love and understand all mankind, I knew that was where I belonged."

The last statement is a reflection of a staff member whose past experience was ministry in an interdenominational church: "In order to evangelize the spirit of brotherhood, I must educate potential leaders in a real-life situation rather than wait for Sundays to do that. This institution is a true bridge between the secular and the monastic world. That's why I joined it."

One could write a volume on the personal philosophical outlooks of IIA staff members. Since the study covers the staff members' perceptions of the institution and themselves in a more detailed manner, only a cursory treatment of their personal philosophical outlooks is given here.

Methodology for Collecting Data

Participant observation, a methodology characterized by social contact between researcher and respondents, was used. This approach enabled the researcher to gain insight into the questions stated earlier for inquiry to the study.

The operational theory for participant observation used is consistent with Herbert Blumer who maintains that:

> A theory of social interaction that views man as acting in terms of the way he interprets his environment. Each member of a social setting perceives his environment through integration of his experiences, his immediate needs, the way he views the behavior of others, and his position, e.g., teacher, student, parent. It is these perceptions of his environment that will determine how a member interprets his role and his subsequent actions.[3]

With this as a theoretical framework, participant observation of the staff members was carried out. A friendly rapport between the researcher and the staff members was established.

The participant observation method does not encourage a researcher to have a fixed design in his approach to his study. Robert Bogdan says:

> Those who advocate the use of participant observation point out that in many situations we have no idea of what is important.
>
> Therefore, to go into a research project with a specific research design or with specific reality on the situation in which the researcher is committal. Knowing what questions are important is as vital in a research endeavor as are the answers to those questions.[4]

All the data gathered through participant observation were determined in the course of the interaction with the staff members in the open courts. The results of the observation conducted for thirty minutes each day for three years were then recorded in a daily log by the researcher.

Data Analysis

Data collected through the daily log was separated into preliminary categories that had direct relations to the questions stated earlier. A content analysis was made based on the information gathered during the study. Whenever necessary, percental statistical devices were utilized for quantifying the observed trends.

Open Court Target Place for Observation

The open court, which can be described as a "beehive" for most of the activities at this institution, has the capacity to accommodate over 1000 academic and administrative "offices" in an open environment. Since there is no strict arrangement of space according to any order of priority, below is a list of desk spaces allocated to a particular task performance in the open court: (1) president's desk and his assistant; (2) advisors to the president's area; (3) graduate studies and behavioral science division areas; (4) language division; (5) veterans; (6) admissions; (7) student information service; (8) student deans' area; (9) world affairs area; (10) general curriculum area; (11) adult individualized study area; (12) natural science, dental technology, aeronautical studies area; (13) fashion design and interior decoration and design area; (14) dean of science and technology area; (15) division of human resource development and administration, education and senior curriculum area; (16) special services; (17) division of business and organization science; and, last but not least (18) the bilingual studies area.

Because of the various areas and divisions represented in this open court, it is indeed the crux of the aims and aspirations of this institution to achieve unity in diversity in all its activities regardless of the parochial and often provincial management styles found in a typical traditional institution in these areas and divisions of concern.

Here in the open court, consultations take place in the search of an objective clarification of some sort. Often, personal outlook that is intended to exonerate one from any misunderstanding by other staff members, for not showing up on time for a meeting or the like, is communicated in a non-verbal way - a gesture that connotes lethargic guilt can be enough. Conflicts of interest due to differing personality styles rarely erupt. There is always another person ready to act as a mediator before conflict can reach the level of ember tantrum. There are other amenities that come up now and then that sometimes result in alienation of persons. But this never goes on too long because the openness of the environment is therapeutic, excellent for group dynamics and problem solution. No wonder none of the staff members has been reported to have a nervous breakdown in such a busy environment.

For a soul seeking solace this might not be the right place to meditate. On the whole the open court creates an atmosphere of liberation from the four walls of the office prison to a place that is vibrant and filled with human interaction. A spirit of congeniality is sustained better than any place I have known in the academic world where unavailability goes along with prominence. The affective domain of learning flourishes in this kind of environment. The convergence of so many people with different backgrounds in a homogeneous setting, diverse people bound together by educational affinity, protects the hopes of vulcanizing knowledge, saves from it myopia, and creates an alluvion where the seeds of human excellence can be optimally cultivated. Despite the possibility

of frivolities, skirmishes, or mental gymnastics that may occur when academicians of varying disciplines encounter each other here in the open court dialogue of learning goes on unabated.

Because of this set, the researcher was able to sustain his observation for three years without reaching any definitive conclusion to observations made on the questions posed earlier on findings based on observations.

I. The degree to which the staff members are able to understand and establish a goal within their occupation is often equal to how well they accept the multi-role concept or the LTMS management instrument. Despite the fact that a series of workshops and training sessions have been held on this topic, the data collected from observations for the past three years show that only about eighty percent (80%) of the staff members understand and accept the concept. These staff members see it as encouraging them to continually grow and learn in different areas. Most of those who fall into this majority category are graduates of the institution. Ten percent of the staff members find establishing a goal to be confusing because of this multi-role concept. They do accept the concept, but on a trial-and-error basis. Usually this group of staff member brings questions that lead to objective clarification of this multi-role idea and helps in understanding and distinguishing one real role in such a setting. Five percent of the staff members claim that the multi-role concept enjoins them to be someone they are not and punishes them for being who they are. Often this comment comes from staff members who enter the institution with a strong conceptual framework in their own field of interest and do not think it is necessary to engage in a theoretical search for the meaning of a multi-role concept. However, these staff members operationally conform t o the LTMS concept, but always strive for alternative ways of defining their real goal in this occupation. Five percent of the staff members remain indifferent to the whole concept of multi-role or LTMS. They adhere to it when it is convenient for them.

II The data collected regarding the degree to which each staff member understands his or her role as a synergistic or catalytic resource agent to accomplish the intended development in the institution was as follows. Ten percent (10%) felt they had a lot to offer the institution but felt that optimum situations to do so seldom arose. Some felt there were too many activities which they felt competent to do but which were assigned for external agencies. Others felt that no real platform to share ideas exists. However, they all acknowledged that Friday staff meetings, if well

structured, could provide this outlet. Seventy percent (70%) of the staff felt they still needed some formal education to really make a meaningful contribution. These members acknowledged that, in their own division, this sharing of ideas flowed more readily than on an institutional level. they also expressed willingness to attend meetings that are designed for growth and development in the areas of concern. In terms of contribution, they felt their willingness to serve the institution in whatever way possible qualified them as a synergistic or catalytic agent in this institution. Twenty percent of administrators felt that the setting allows them to be synergistic and catalytic, for they seldom enjoy popularity among the students or any form of exposure. Their services keep this institution going, so they consider themselves vital resources in the institution.

III The data pertaining to the degree to which the staff members show willingness to revise their outlook on the purpose of education as an improvement to themselves were as follows: seventy-five percent (75%) of the staff members asserted that affiliation with this institution has enabled them to pursue varied interests and develop varied abilities. These staff members claimed they never knew about competency-based education or management-by-objectives in the way this institution actualizes these concepts. But the training sessions have enabled them to develop real interest in this rather innovative approach to education. So they all felt a strong willingness to revise their educational objectives. Fifteen percent (15%) felt the ever-changing goals, mission and objectives of the institution left them in a confused situation in setting their own educational outlook. Every time they looked around a new idea or concept was introduced. This fluctuation by the institution leaves them with few guidelines to follow in establishing goals. Six percent (6%) of the staff members felt they had decided to revise their educational outlook partly because of the institution and partly because of their own interest in growth. Four percent (4%) were indifferent to the whole situation.

IV This data focused on the degree to which the staff members perceived their roles in the academic world of which they are a part. Almost ten percent (10%) of the staff members felt they could not keep up with the body of literature in their disciplines. They also felt that the island was an location alienating factor to information generated by other scholars in the continental University States. The only time they are able to stay abreast is

when attending a conference. This happens more recently to some than to others. Seventy-three percent (73%) of the staff members felt that there is little in the academic world that is of significant importance to them. They felt, since their institution is unique, it would be better to generate their own perspective than to follow the aims and objectives of other institutions of higher learning. These staff members also voiced a sense of non-conformity with the academic world outside the institution. Very seld did they claim membership to professional or scholarly organizations in their areas of concentration. Seventeen percent (17%) showed willingness to participate in the world of academics but also named the elements of time and money as basic hindrances. But all were unanimous in saying that, considering the size of the institution and its location, they have a fair share of traveling allowance to good academic conferences. They all seem to be tired of listening to the expert who merely states the obvious: "Education is not a simple thing to explain, especially in the time I am given to speak."

Staff Members Institutional Perception

I The data regarding the staff members' understanding of the philosophy the institution advocates are as follows: Eighty percent (80%) of the staff members agree that the philosophy the university aspires toward is ideal to better humanity. But the same staff members claim to have different interpretations of the philosophy's full implication. They feel that concepts like universalism, pluralism and cross-culturalism are high-sounding words which have different meanings for different people. But, like the Catholic Church whose doctrine leads to various interpretations, they all think that in the long run despite the variations, this philosophy will persist. Fourteen percent (14%) of the staff members are questioning the place of philosophy in an educational instutition. When questioned in depth, they all agree that the philosophy is good, but not too important. They often say, "Let's put less emphasis on philosophy and spend more time in quality control of the curriculum." This group of staff members tends to compel the institution to take a deeper look at its own philosophy. The remaining four percent (4%) of the staff members are indifferent; t hey do not seem to be too concerned with the philosophy or the institution's success or failure.

II The degree to which the staff members understand that all decisions made in the institution must reflect the educational philosophy ranges in the following manner. Eighty-three percent (83%) of the staff members are convinced that the institution is fully committed to education. They all feel that the staff meetings, be they administrative or academic,

have education as their main focus. Sometimes these staff members say there is too much of that, and that perhaps the institution would benefit by having more variety in its agenda. Nine percent (9%) of the staff members say the institution is now moving away from its original commitment to educational matters by opening centers elsewhere which, in their minds, are not cost-effective. They feel the institution will soon enter the money-making world. Eight percent (8%) of the staff members are skeptical about the educational concerns of the institution which are never mentioned or put in perspective.

The degree to which the staff members support a curriculum designed for the classroom, learning resource, and community, varied as follows: Eighty-three percent (83%) of the staff members felt that to be the most unique aspect of the institution because a strategy such as the one adopted makes possible the combination of theory and practice in the learning process. Nine percent (9%) felt it was good, but implementation of such a curriculum design required more time to be effective. Eight percent (8%) of the staff members were indifferent to the whole concept. The data related to the degree to which the staff members regard the institution to be international in scope show that forty percent (40%) of the staff members are committed to this trend through their curriculum design which put special emphasis on the international scene. Thirty percent (30%) of the staff members are partially committed. Their philosophical outlook embodies this concept but they often are a product of their political reality, which puts a premium on "nationalism" rather than "internationalism." Five percent (5%) of the staff members show a deep concern for an international perspective partially because it justifies their affiliation with this institution and partially because their records show, they have had lengthy participation in international work situations. The remaining fifteen percent (15%) of the staff members are indifferent to the international concerns of the institution. They often say there is more for the institution to do locally than internationally.

Summary

This brief profile of the institution should provide enough background to substantiate its claim to be an innovative institution. The very fact that it strives to operationalize the six points mentioned under the subject "Education" in the name of educational relevance is sufficient evidence of its innovative tendencies.

The fact that all activities are conceptualized as learning strategies means the institution has a potential for reaching its goal of establishing a true community of learners in the years to come. The way learning is construed is broad enough to enable this to happen.

The staff recruitment which involves a heterogeneous collection of people

from a broad variety of lifestyles gives this institution a unique character. To some, this heterogeneity makes the institution appear like a street corner society and a true microcosm of life itself. Thus, it offers education that is people-centered. Other may view this melange as a sign that the institution is lacking the standards a university ought to strive to maintain, in order to perpetuate an intellectual climate. Whichever position one takes, this institution appears determined to strive toward conflict resolution, which adds a character of its own.

The findings of the staff's self-perceptions and institutional perceptions are equally interesting in that there is more than one interpretation that can be rendered based on the data collected. It appears that the institution is a tremendous place for growth to many who joined and yet to a select few who do not adhere to the multi-role concept of work, it is not. However, this should not be looked upon as a significant threat to the institution's stability because it is common to have less than one hundred percent unanimity in all working situations, especially in the academic world where opposing views are omnipresent.

One big advantage that the institution has is a strong correlation between staff members' philosophical outlooks and the institution's philosophy. This may suggest the danger that the institution is almost like a religious precinct. But in a world rocked with turmoil and corruption it is becoming more and more necessary and expedient to provide students with a philosophy that accepts the oneness of mankind in a world drawn in color. So the intended end-product of the philosophy outweighs whatever accusations one may launch toward an institution that adheres to a certain doctrine of its own.

The fact that the rapport between this institution and other universities in Puerto Rico tends more towards isolation from the mainstream of educational institutions is a sad reality. But the more the institution publishes its philosophy and its strengths and weaknesses, the more other institutions of higher learning here will understand its relevance in the academic world. At present much needs to be done to establish a meaningful dialogue with other institutions.

The idea of the institution focusing solely on educational matters is regarded as important by the majority of staff members. But as inflation increases and the dollar is devalued, this institution is likely to undergo a transition. Perhaps it is important for the institution to begin experimenting on a small scale with decisions that are outside the realm of education. The institution's implementation of a three-way formula of classroom, learning resource center, and community, in all its curriculum design is positively viewed by nearly all staff members. While this is good in terms of an institution whose outlook is to establish a learning process that combines theory and practice, justification and establishment of good strategies for operationalizing this, to make it a reality, remains a monumental challenge to the institution. Operational kinds of research must be conducted to assure the validity and success of such an approach.

Finally, the institution's international concern seems to be looked upon by

the staff members with some skepticism. Perhaps the staff members are not sufficiently oriented to the significance of such an endeavor, both from publicity and economic standpoints. If the institution focuses more on this international front, it might, have a share in the $300 billion that the international market in education is capable of generating. But the staff members and the institution have a long way to go along the lines of establishing a truly international climate in the institution's environment.

This institution needs to be studied more systematically, as a model perspective in its structural organizations stressing cost-efficiency, by institution of higher learning that are now in a economic bind. It could service as a good lesson for minimizing the cost of academic programs while maximizing the product and quality.

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PROPOSED MODEL TO MEASURE EDUCATIONAL OUTCOMES

Siegfried E. Herrmann

Introduction

The survival of many institutions in higher education in America today will largely depend on their demonstration of their unique contributions to society. Demonstration is the key word, and the lack of such demonstration of evidence will result in the closing of many institutions of higher education within the next several years. World University is unique in many ways and can continue to make significant contributions to society. The continuation of its success, however, is largely dependent upon providing research evidence about its uniqueness and related impacts on students, staff, and the larger community. State, federal, and accrediting agencies will require better and more research evidence as proof that institutions are doing what they say they are doing and ask what is keeping them from doing what they want to do. Accrediting agencies will also want to see research evidence of institutional weaknesses. Research evidence is not only required for reporting to external agencies but is needed as an important factor in planning and making management decisions. To aid in the decision process, precise and fairly simple evidence must be available.

Therefore, the implementation of an "outcomes measurement model" which makes such important research evidence available for the decision maker can be thought of as an important investment by an institution. It will provide additional security to the institution's survival by developing research evidence required for management, planning, as well as demonstrating its uniqueness to accrediting bodies and prospective students.

The measurement of educational outcomes is a difficult and complex process and some planned as well as unintended educational outcomes cannot be measured. Such difficulties, however, should not deter an institution from developing a comprehensive plan for measuring educational outcomes.

A definition of Educational Outcomes and related Literature

The review of the literature concerning educational outcomes reveals that most writers have given very little thought to the definition of this term, which has become one of the most commonly used in higher education today. C. Robert Pace, in his recent well known book entitled, Measuring Outcomes of College, (Jossey-Bass, 1979), for example makes no attempt to define educational outcomes.

Some writers refer to educational outcomes as "outputs" or "planned outputs" whereas others refer to them as "end results" or "ultimate consequences." The National Center for Higher Education Management Systems (NCHEMS) defines an educational outcome as:

A result or consequence (products, events, or conditions) of expanded resources

and activities.

More importantly, accreditation associations look at measuring educational outcomes in terms of two important basic questions:

1. Is the educational institution doing what it claims it is doing?

2. What evidence can the institution offer to substantiate its claims?

The review of the literature also reveals that the examination of educational outcomes and their measures has in the past focused on narrow traditional measurement approaches, suggesting that learning can be measured by grades and specific standardized testing procedures. Such "one shot" unidimensional approaches for measuring educational outcomes are inadequate. These strategies totally ignore the goals and objectives of the individual learner, as well as that of the institution.

Educational Goals Objectives and Outcomes Measures.

The question: "Is the educational institution doing what it claims it is doing?" suggests that there should be a basic understanding of the institutional mission, its goals, and objectives. It is therefore suggested here that an institution which has spent some time developing its goals and specific objectives, will have an easier task of measuring educational outcomes, than the institution that has not defined its mission, goals and specific objectives. It is difficult to measure progress and outcomes when the institution has little or no idea what kind of progress and outcome is anticipated. Some scholars have suggested that educational outcomes cannot be measured; others have argued it is too difficult to do it, and therefore time and energy would be wasted in order to measure educational outcomes. The majority of educators, however, contend that educational outcomes can be measured, and in order to do so educators have to be more specific about their planned impact on students at the institutional as well as classroom level.

Krathwohl and Payne (1971) have argued for setting goals and developing specific objectives for the learning outcomes for the following reasons:

1. It allows learners to know what they have learned.

2. It allows the teacher to know what he/she has taught.

3. It gives students direction and guidance and thus allows them to be more efficient.

4. It allows schools to communicate their purpose and justifies their continued existence.

Concerning the measurement of educational outcomes at the curricular level Krathwohl and Payne suggest that:

> ...evaluation instruments must be shaped and guided by the objectives of the program. Until some better procedure is found, the process by which the test maker and curriculum specialist join forces to clarify objectives is one of the most powerful tools available for improving education. (Krathwohl and Payne, 1971)

Ronney and Bogen (1978) in their discussion of assessment of outcomes at the institutional level caution that:

> In the final analysis, institutional survival, if not well being, may depend on symmetry between intent and delivery. The latter depends at least partially upon demonstrated progress towards achievement of goals.

The procedures for measuring educational outcomes should be developed at two primary activity levels:

1. Learning/Teaching process
2. Management/Service activities to support the Learning/Teaching process.

At these levels the following questions will have to be answered.

1. What is the quantity and quality of learning which has taken place?
2. Are teaching, managing and serving activities effective in supporting the learning process?

Whereas in traditional institutions Level I and Level II activities are separate and Level II activities are at times in conflict with Level I activities, World University is in the process of merging Level I and Level II activities. (See Exhibit 1, page 111). This merging process is done with the belief that all staff members, as well as students, must share in the Learning (L), Teaching (T), Managing (M) and Serving (S) process (LTMS Concept).

Although the distinction between Level I and Level II activities is becoming smaller at World University, for the purpose of describing this model of measuring educational outcomes, we will consider both of these levels.

It cannot be stressed enough, however, that Level II (Managing/Serving) outcomes must be assessed in light of Level I (Learning/Teaching) outcomes.

1. Do Level II (Management) outcomes support Level I (Learning/Teaching) outcomes in a proper fashion?
2. Are Level II outcomes creating efficient and sufficient environments for effecting Level I outcomes.

After all, the primary purpose of a learning/teaching institution is learning and teaching

and the measurement of all institutional outcomes should therefore relate back to this primary purpose.

Measuring Educational Outcomes on Level I (Student Learning Outcomes)

In the past learning outcomes have only been measured by grades and student achievement on standardized tests. Such measurement attempts however, have paid little attention to the student's individual educational goals as well as those of the institution. In order to measure learning outcomes more effectively, learning objectives (also known as competencies) should be developed. The more specific these objectives or competencies are, the easier it is to measure learning outcomes. The individual student, the department and the institution should all have an established set of learning outcomes. This requires that the institution and the various departments have a specific knowledge of anticipated skills, knowledge and attitudes of students. It also requires that the student have appropriate guidance to develop his/her own learning objectives. The development of the student's own learning objectives can be assisted with a learning commitment plan, in which the student defines learning objectives in a particular time frame and describes learning activities associated with each objective.

To measure Institutional and Departmental learning outcomes in a most effective manner the mission statement of the institution and the department should serve as a guide in developing specific student learning outcomes.

As can be seen in the Exhibit II, page 112, the assessment of educational outcomes will have to take place at three different levels, the student, the institution, and the department(s) in which the student is pursuing his/her major(s). When specific student learning outcomes have been stated, the process of assessing learning outcomes can begin. In Exhibit III, page 113 a sample of the development of outcome statements at the institutional level is given. This means that all graduates of the institution will be assessed in the framework of the example outcome, as stated. Once outcome statements have been developed, revelant related questions are designed. Once appropriate questions are developed, surveys, case studies, interviews as well as other methods listed in Exhibit IV, page 114 will be used to assess the achievement of the learning outcome.

This multiple approach of measuring educational outcomes, which utilizes a series of instruments, is considered of great importance, since it fortifies the validity of the outcomes measurement results. Although the given example is an institutional studies - learning outcome example, such statements must be developed at the departmental level (student's major/minor) as well as for individual students. A suggested approach to the development of learning outcomes assessment instruments is shown in Exhibit V, page 119.

Cognitive and Affective Learning Outcomes

Specific learning outcome statements at the institutional departmental and student level should be developed in cognitive as well as affective domain areas. Bloom and Krathwohl (1971) for example have suggested that learning outcomes statements should consider each of the following cognitive learning areas:

1. Knowledge

2. Comprehension

3. Application

4. Analysis

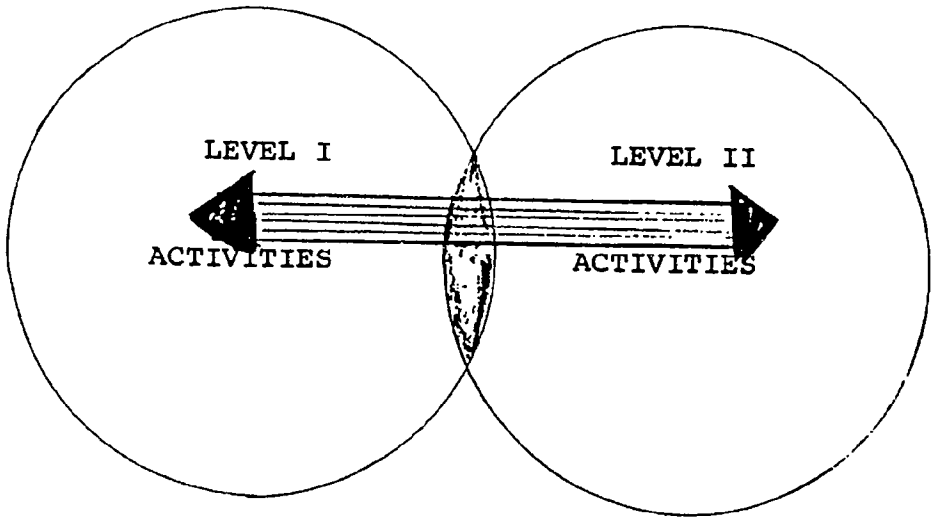
5. Synthesis

6. Evaluation

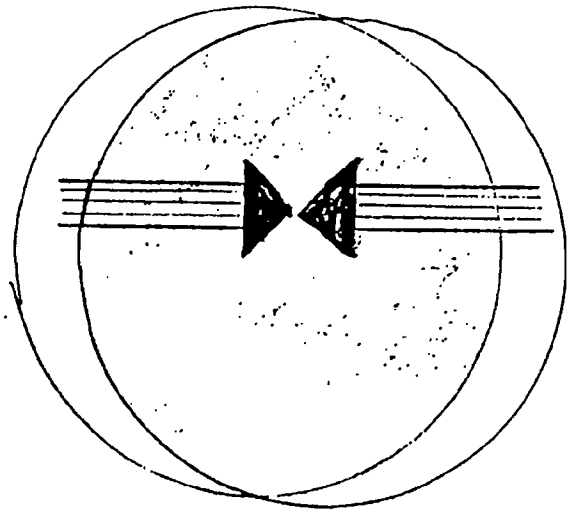
Learning outcomes statements should also be developed in the affective domain. Such statements deal with attitudes, motivation, appreciation and values. In the learning process the student might be expected to display positive attitudes in such areas as enjoyment of reading. Unless learning outcomes in that affective domain area are clearly defined, outcomes measurements in these areas will be ineffective.

Exhibit I

TRADITIONAL INSTITUTION



WORLD UNIVERSITY



Learning Outcomes

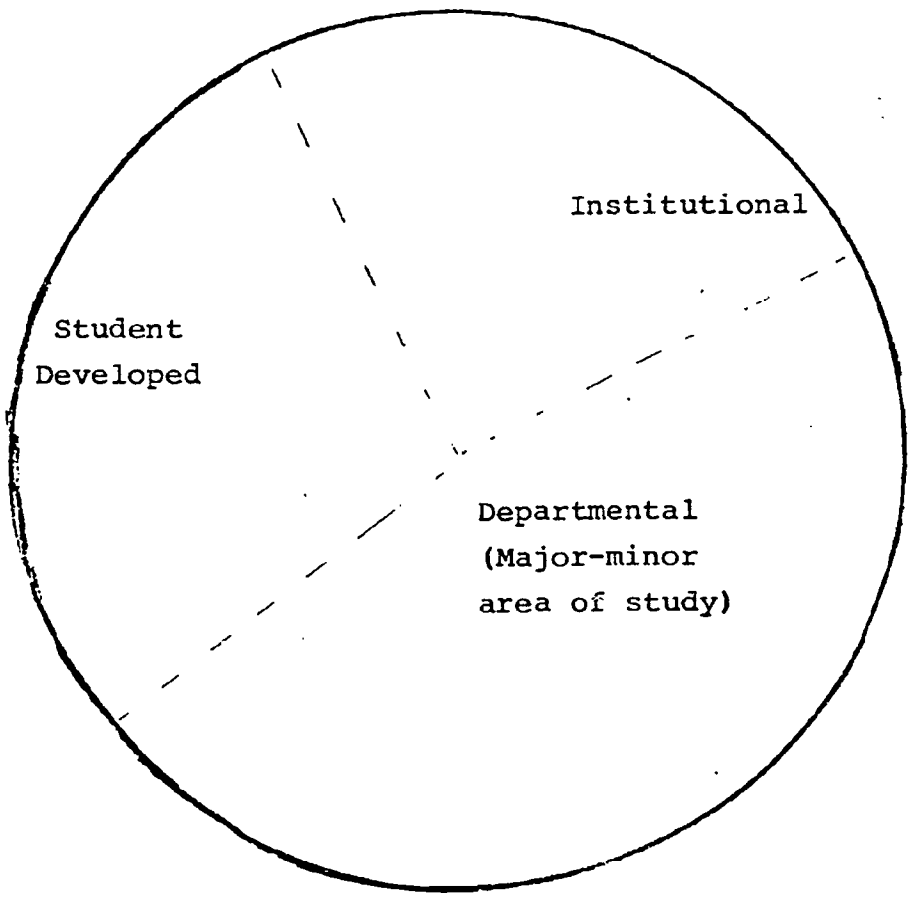


Exhibit III

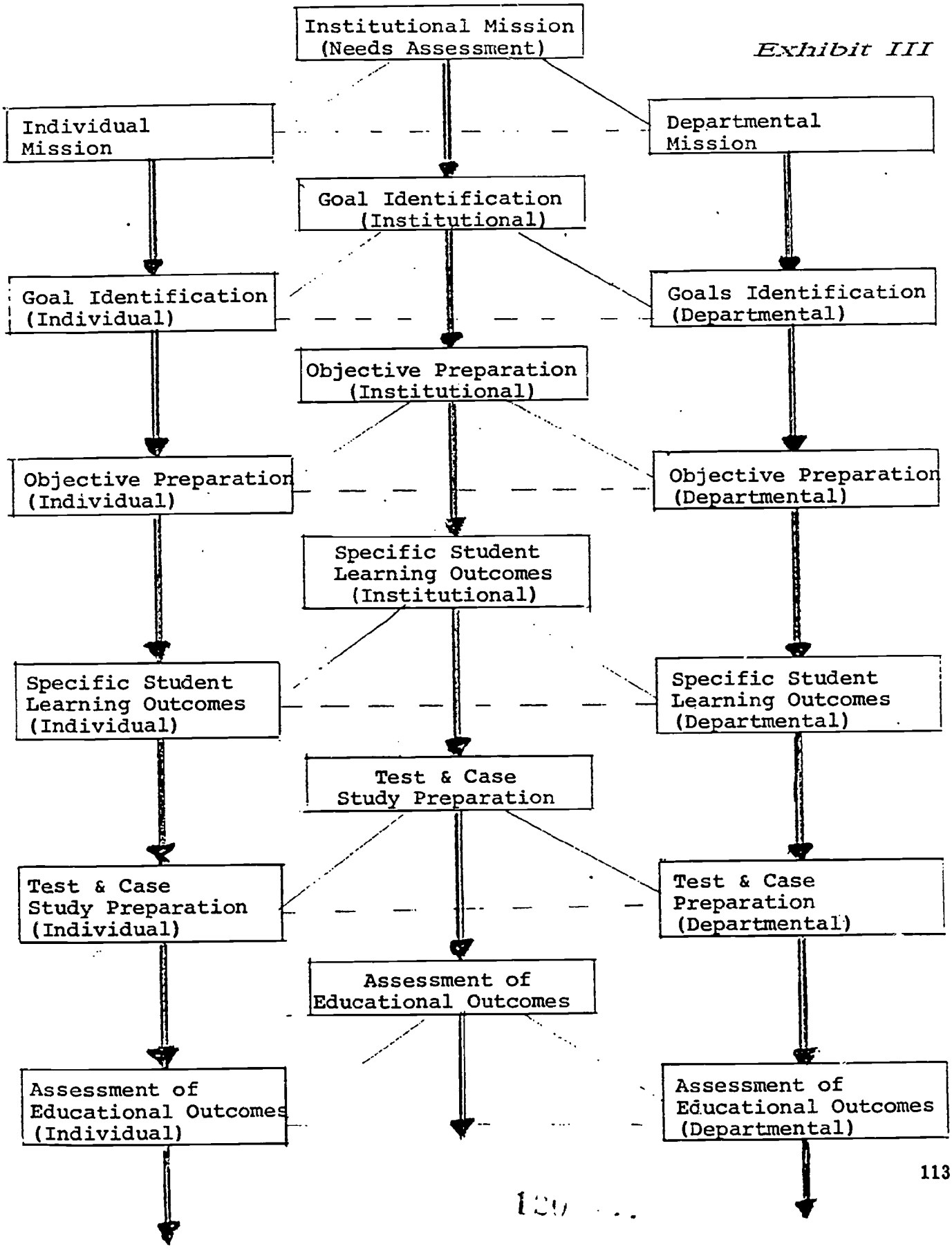

Institutional Mission (Needs Assessment)
Individual Mission
Departmental Mission
Goal Identification (Institutional)
Goal Identification (Individual)
Goals Identification (Departmental)
Objective Preparation (Institutional)
Objective Preparation (Individual)
Objective Preparation (Departmental)
Specific Student Learning Outcomes (Institutional)
Specific Student Learning Outcomes (Individual)
Specific Student Learning Outcomes (Departmental)
Test & Case Study Preparation
Test & Case Study Preparation (Individual)
Test & Case Preparation (Departmental)
Assessment of Educational Outcomes
Assessment of Educational Outcomes (Individual)
Assessment of Educational Outcomes (Departmental)

Exhibit IV

LEARNING OUTCOMES ASSESSMENT PROCESS
(e.g. Institutional Level)

OUTCOME	QUESTIONS	INSTRUMENTS
To have each student become an independent self-motivated learner at least one term prior to graduation	1. What percentage of the graduating class has become independent self-motivated learners	Surveys Case Studies Interviews Evaluation by teachers Evaluation by peers Self evaluation Pre/post test methods
	2.	

The Development of Outcomes Assessment Instruments

The following steps for developing outcomes assessment instruments are recommended:

APPROACH TO INSTRUMENT DEVELOPMENT

1. Develop advisory committee

2. Clarify objectives

3. Contact other institutions/review literature

4. Review available instruments

5a. Select instrument

or

5b. Develop first draft of new instrument

6. Pilot test

7. Modify with committee

8. Develop final draft

A Systems Approach to Measuring Educational Outcomes

Thus far we have described two important factors of the proposed model to measure educational outcomes.

1. Outcomes measures must relate to institutional; as well as divisional mission statements, goals and objectives.

2. Multiple measurements must be used to measure educational outcomes.

A final factor in measuring educational outcomes focuses on the institution as an organic system and follows the student from admission to graduation and even after graduation.

In the previous section of this paper the process of developing outcomes assessment instruments was described. The development of these instruments needs to be placed into the organizational context by which student learning outcomes are assessed on a pre-post test basis, examining students as they enter the institution until several years after graduation.

In following the student through the educational system it is important to again relate to the institutional and divisional mission statements, goals and objectives and to use multiple

measures in evaluating educational outcomes. In the related diagram entitled "A Systems Approach to Measure Educational Outcomes" a systematic approach to assess educational outcomes is presented schematically. At the time of admissions an information base on all students should be developed. Each student will complete an Entering Student Questionnaire (See Appendix B as examples which will generate important baseline data from every student including demographics, prior educational and occupational experience and plans, goals in attending the school, source of funding for school, reasons for selecting the particular institution. More importantly, students will be asked questions related to specific institutional learning outcomes statements. For example, if one of the institutional objectives is to "produce independent self motivated learners" it is important to ask questions concerning the student's relative position to this objective at the time of admissions.

Not only will this information provide the institution with answers about the student's current competencies related to institutional objectives but it will also provide baseline data for subsequent measurements of the student's progress in this particular outcomes area during schooling, graduation and after graduation. To reemphasize, it is therefore vital that the institution has clearly defined learning outcomes statements. In other words: What do we expect students to know by the time of graduation and after graduation?

Survey Contents	Admission	Process 1&2	Graduation Phases I,II,III	Post Graduation
Biographical Data and Reasons for Choosing Institution	X	X	X	X
Educational Goals (Anticipating Process, attainment)	X	X	X	X
Attitudes toward life long learning, different cultures, etc...	X	X	X	X
Others				

A representative sample of all incoming students will be examined in much greater detail through a series of case study techniques. Students chosen for these case studies will be examined by a variety of methodologies ranging from interviews to video taping. The purpose

of these detailed case studies will be to follow these smaller groups of selected students through the entire educational process from admissions, through graduation, and even several years after graduation. Therefore, student outcomes will be measured in cognitive as well as affective areas of students development. Objective as well as subjective methods of examining the student will be possible and the emphasis can be on changes in student's behaviors, since the time of admissions. If the student's behavior patterns have changed, then we can say that learning has taken place.

As we follow this representative subset of the entire student body through graduation, we will find that some students will not stay in the institution. As we analyze the attrition situation, a closer look can then be taken at the reasons why the student did not stay. Whereas some students will step out and return at a later date because of financial, family, health or career reasons, other causes of attrition can be looked at in greater detail by examining initial attitudes and behaviors and comparing them to those exhibited after the student has left the institution.

At entry (Admissions) into the institution all students will be surveyed and only a random sample (subset) of these students will be examined in more detail by using case study techniques. For the various phases (Phase 1, Phase 2, and possible others) it is suggested here that a representative sample of all incoming

Case Studies on Individual	Entry Students	Process Phases,	Graduation	Post Graduation I, II, III Phases I,II,III
Interview	X	X	X	X
Video-taped student presentation (Educational, personal, career goals, experiences)	X	X	X	X
Self Evaluation	X	X	X	X
Peer Evaluation	X	X	X	X
Staff Evaluation	X	X	X	X
Others				

students be surveyed by using a Student Experience Information Survey. This survey will be used to assess educational outcomes since admissions. Since some questions will be the same ones asked at the time of admissions, the evaluation model can

be considered a pre-post test kind. Similarly students used for the entering case study methods would be used in a pre-post test method in follow-ups during the educational process.

Both the survey and case studies techniques would again be used at graduation, and after graduation.

It should be emphasized that this systematic outcomes assessment should be conducted in relation to stated institutional, departmental (major, minor concentration of study) as well as individual student learning outcomes.

Measuring Educational Outcomes on Level II (Support of Teaching Learning Process)

To initiate the process of measuring outcomes related to activities to support the teaching learning process a number of planning tools can be used. One of these, the Institutional Planning Survey (IPS) (See Exhibit V), which was developed by the author to determine if clear mission and goal statements, as well as specific objectives, have been established at the institutional (or college level). The instrument also solicits information about periodic review patterns of missions and goals statements as well as objectives. Once specific objectives have been determined, outcomes can be measured. The format and method used for measuring the true educational outcomes at this particular level is the same as the one described in the previous section. A similar process to initiate the outcomes measurement process can be utilized at the departmental-divisional levels.

To examine whether or not a group consensus exists concerning institutional and departmental goals and objectives, goals inventories should be developed. Such instruments as well as other delhi techniques can be used to promote better understanding of institutional and departmental goals and objectives and to strive for a greater consensus among individuals involved.

In any case, the question to be answered is whether or not outcomes on this particular level support an efficient and rich environment for learning.

Implementing an Educational Outcomes Measurements Program

Before this proposed model for measuring educational outcomes can be put in effect the various institutions in the World University System and their various divisions should begin developing missions statements, goals and objectives. Once this has been accomplished, as at the International Institute of the Americas (II), educational outcomes can be developed.

Since the measurement of educational outcomes is a complex activity, it requires a great deal of support from a number of institutional sources.

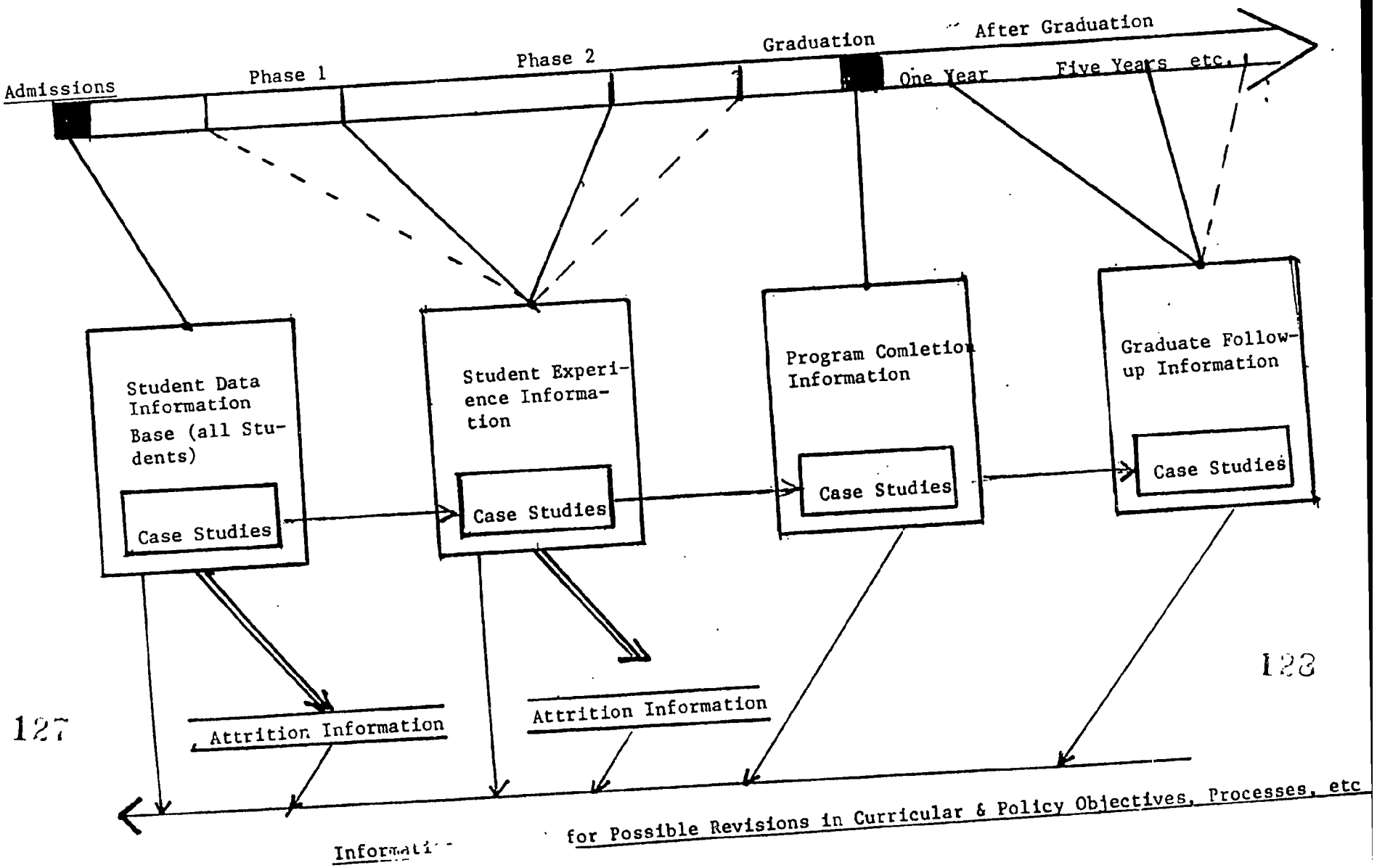
The following requirements are considered as being vital:

1. Full support from President and Vice President of the Institution.

2. Staff and student involvement and support. This requires that everyone be fully informed about the project.

3. Adequate funding of the project.

A SYSTEMS APPROACH TO MEASURE EDUCATIONAL OUTCOMES



4. Process of continuous review of mission statements, goals and objectives of institutional and divisional levels - institutional monitoring.

5. Committees to develop educational outcome statements at the institutional and divisional level. The same committees should be involved in developing related questions and instruments for the assessment of educational outcomes.

It must also be recognized that some intended and unintended educational outcomes will not be measurable.

Summary and Conclusion

A model to measure educational outcomes has been proposed in two areas which need to be evaluated. One is the area of student learning outcomes, the other is educational outcomes which are administrative and are to support the teaching-learning process. It was suggested that both cognitive and affective learning outcomes be assessed and that all educational outcomes be assessed by using a multiple assessment approach and by studying the organization as an open system. Necessary steps for the implementation of the proposed model were outlined and it is now to be determined which portions of this proposal are to be implemented.

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The World University System As A Model Prospectus for Institutions of Higher Learning In A Changing World

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